DOCUMENT RESUME

ED 365 418 PS 021 731

TITLE	Oversight Hearing on the Even Start Program. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO	ISBN-0-16-039831-2
PUB DATE	28 Jul 92
NOTE	72p.; Serial No. 102-136.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402 (Stock No. 552-070-139-34-6, $2.50).
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Involvement; Early Childhood Education; Family Involvement; *Family Programs; Hearings; *Literacy Education; Parent Participation; Preschool Education; *Program Evaluation; Public Policy
IDENTIFIERS	Congress 102nd; *Even Start; *Family Literacy

ABSTRACT

These transcripts provide testimony given on the implementation of the Even Start Family Literacy Program, a program designed to help parents work with their children to improve the educational opportunities for both. Prepared statements and testimony was given by John T. MacDonald, Assistant Secretary for Elementary and Secondary Education, United States Department of Education; Parker Coble, director of a program for migrant children; the coordinator of, and a parent and a student involved in, Even Start projects; and Sharon Darling, president of the National Center for Family Literacy. Testimony concerned benefits of and problems with the Even Start program. Topics discussed included: (1) services provided to low-income families; (2) use of Head Start and Chapter 1 services by Even Start programs; (3) Even Start services for migrant families; (4) parent involvement in education; and (5) the need to continue growth and expansion of the Even Start Program. Several specific Even Start projects are highlighted. (SM)

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OVERSIGHT HEARING ON THE EVEN START PROGRAM

ED 365 418

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HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, JULY 28, 1992

Serial No. 102–136

Printed for the use of the Committee on Education and Labor

U.S. GOVERNMENT PRINTING OFFICE

61-339 ▪

WASHINGTON : 1992

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-039831-2

PS 021731

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OVERSIGHT HEARING ON THE EVEN START PROGRAM

TUESDAY, JULY 28, 1992

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to call, at 10 a.m., Room 2261, Rayburn House Office Building, Hon. Dale E. Kildee, Chairman, presiding.

Members present: Representatives Kildee, Hayes, Roemer, Goodling, Petri, and Gunderson.

Staff present: Susan Wilhelm, staff director; Thomas Kelley, legislative associate; Lynn Selmser, professional staff member; Margaret Kajeckas, legislative associate; Bessie Taylor, secretary/clerk; June Harris, legislative specialist; Andy Hartman, education coordinator; and Jack Jennings, education counsel.

Chairman KILDEE. Good morning. The subcommittee convenes today to discuss Even Start, a family literacy program designed to help parents work with their children before and after they begin school in order to improve the educational opportunities for both. Even Start is based on the experience that children are more likely to excel in their studies when their parents play an integral role in their learning, place a high value in education, and provide good role models by being active learners themselves.

In basic terms, a child will learn to read more effectively if they are part of a family of readers who encourage and share in the pleasure of reading. Therefore, it is essential that as a child learns to read they are supported by parents who can read and take an active role in their education.

Even Start was authorized as part of the 1988 amendments to the Elementary and Secondary Education Act and was authored by my friend, "Mr. Education" here in the Congress, my colleague, the distinguished ranking Republican member of this committee, Bill Goodling. Services provided by the program include parenting education, adult education, early childhood education, and interactive activities between children and parents such as reading books, storytelling, social development, and play in arts and crafts.

In the Literacy Act of 1991, we included an amendment to the program that provided for its becoming State-run once the Federal appropriation reached $50 million. The States are in their first

year of administering this program right now. And today we will hear how that transition is going.

Before we begin, I'd like to turn to the author of this legislation, the ranking Republican member, Mr. Goodling.

Mr. GOODLING. Thank you, Mr. Chairman. I appreciate your kind words. And I'm very happy that we have an opportunity to have this hearing.

As you know, the development of the program was an outgrowth of my many years as an educator and the knowledge that children who have parents who can help and support them in their educational endeavors are more likely to succeed than those who have parents with low literacy skills and little knowledge on how to help their children succeed in school.

It took us a long time to understand that it's an inter-generational problem when we talk about illiteracy. But now that we've learned that in the Congress, we've been pushing, gung ho, with your help with the literacy bills and all, to correct what we should have been doing probably many, many years ago.

Since the enactment of the Even Start Program in 1988, I've received numerous reports of the success of the program for every region of the country. As you heard me say before, my nicest Christmas present and New Years present this time was to be lying in the bed and look up and find on national TV they're showing some Even Start program somewhere. They didn't mention the author of the program, but I've always said it doesn't matter who gets credit, let's just get the program going.

I do have a big concern: the job of making this program work and getting off on the right foot, of course. The two people who did that are sitting in front of us. And we're taking it kind of out of their hands now, and that worries me dramatically because Mary Jean LeTendre and Jack MacDonald have just done a magnificent job in getting this program off.

I can remember them bringing all the people in and telling them in no uncertain terms how this thing is going to operate and they better make sure that it operates that way. And it did operate that way. And I reinforced them at that meeting by saying I'll work just as hard to de-fund them as I work to fund them if it doesn't work that way.

My fear now is—and maybe you should have corrected me when I wrote into that legislation that if it gets to a certain appropriation level we'll turn it over to the States, because I'm just kind of fearful that it will get either into adult education, into early childhood education, and I've told them all along it's both working together.

I've written to all the governors and I've written to all the chief State school officers telling them that we would work just as hard to bring it back to the Department of Education as we worked to send it out to them if it doesn't continue in the approach it is now taking. And I mean that sincerely. And if I'm not here, I will expect you to do that.

So again, I thank you very much for having the hearing this morning. We want to track this carefully over the next couple of years just to make sure that it doesn't get lost in the shuffle back there or it doesn't end up that all the funding goes to States taking

people off of their payroll and putting them on the Federal payroll and nothing happens for children. Because that's what we want to happen, we want children and adults.

The parent is the first teacher and the most important teacher, and if they are illiterate they can't do what one secretary of education, you may remember, told us, "Just get them up on their lap and read to them and that will take care of everything." What he forgot was the parent couldn't read the title of the book. So how could they get them up on their lap and read anything to them?

Thank you again for holding the hearing.

Chairman KILDEE. Well, I certainly hope and expect that you will be back to keep monitoring this program. And I do think that both of us recognize that legislation is written here on Capitol Hill and not on Mount Sinai, so we can go back and adjust it. And we have had two great people out there to really get this program started off in the right direction. And we want to make sure that this program continues to serve the children and parents of America along the lines that Mr. Goodling had in mind when he crafted this legislation. That's one of the reasons for this hearing this morning.

I think Mr. Goodling wanted to show a video before we start.

Mr. GOODLING. Yes, we'll show a portion of it because it is longer. As you remember, I think the one we showed in the committee at that time was the mobile home project out in Colorado, which was so good. And then one they showed on national television on the hills of Arkansas was just sort of a heart-wrenching kind of thing to see the changes that were happening within those families.

So whoever the experts are that know how to push the right button, let us begin.

[Videotape shown.]

Mr. GOODLING. I should have said that this is Congressman Yatron's district, the Reading School District. And it was done with the Reading Area Community College, other service providers, and the school district itself.

Chairman KILDEE. Good. Thank you very much, Mr. Goodling, for that film. A picture speaks a thousand words. When you see those kids interacting with their parents and with the teachers it's very encouraging.

Our first witness today is Dr. John T. MacDonald, the assistant secretary for Elementary and Secondary Education with the United States Department of Education. And he's accompanied by Mary Jean LeTendre, the director of Compensatory Education for the Department. You may proceed in any fashion you wish. If you want to summarize your testimony, your full testimony will be made part of the record.

STATEMENT OF JOHN T. MACDONALD, ASSISTANT SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION, UNITED STATES DEPARTMENT OF EDUCATION, WASHINGTON, DC; ACCOMPANIED BY MARY JEAN LETENDRE, DIRECTOR OF COMPENSATOR PROGRAMS, UNITED STATES DEPARTMENT OF EDUCATION, WASHINGTON, DC

Mr. MACDONALD. Thank you, Mr. Chairman and Mr. Goodling. Very basically, Mr. Chairman, I'd simply like to paraphrase from my testimony. It has been submitted for the record.

First of all, I'm tremendously pleased to be able to be here this morning with you to talk about a program that I think is the cornerstone for the attainment of goal one, which is that all children by the year 2000 will arrive at school ready to learn.

I'd like to thank Mr. Goodling for his leadership and particularly for his innovation in developing and providing for us a piece of legislation that's going to allow for us in the field of education as well as the field of health and welfare to be able to develop the kinds of programmatic services that we need to deal with some of the issues that we're facing today in today's society. I would also like to thank Mrs. Bush for her lifelong commitment to children and particularly children and literacy.

I think this is a parlay that's very, very difficult to beat in terms of having this kind of interest, this kind of support, and this kind of innovative legislation that allows us to address the three objectives that underlie that first national goal. You have to think about, I think, Even Start from a conceptual framework. Even Start in effect says that we are going to address not only the early childhood education needs of children ages 0-7, but we're going to do it in a way that is going to provide services on a continuum.

And we're going to also add some other things to it. We are going to really make effective and realistic and possible the fact that parents are going to become a child's first teacher. And that finally we are also going to address some of the other issues that we deal with in terms of child development and families. And that is related to health and nutrition issues.

In effect, therefore, what we have with Even Start is something that embodies the first national goal and its objectives as set forth by the President and the governors across the country. Whether Mr. Goodling was thinking about all of those things at the time, I don't know; I wasn't here at that time. But I know when the legislation came out and I thought back with my experiences in the mid-60's dealing with child care programs with, at that time, Title I saying finally we've got something here that faces the issues comprehensively and faces them in a way that we're going to finally be able to pull people together.

I just came from the meeting of the Chief State School Officers in which, interestingly enough, the theme this year is on collaborative and integrated services. I think this is a time in this Nation when people are facing up to the fact that we have to deal with families differently than we've ever dealt with them before. And in terms of a time of Federal, State, and local resources, we have to deal with them in terms of plans that provide for the kind of col-

laboration that are really going to address the society where it is today.

I would simply like to take a couple of things out of my testimony, particularly for the benefit of the audience present today, in terms of what Even Start really deals with. I think the tape was very useful in this, but some of the statistics that we presented in the testimony I think are very significant.

For example, on page 2 when we say, "Now entering its fourth year of implementation, the Department has funded 240 4-year demonstration projects in every State and the District of Columbia. Ten of these projects are designated as programs for migratory children. Over half, 55 percent, of the Even Start projects reported themselves to be in urban areas while the remaining 45 percent designated themselves as rural." And I think what that points out is the fact that our problems are not strictly urban but we have some acute rural needs to meet also.

It goes on to say that "Over 5,000 families participated in Even Start during 1991-92." It also says in terms of what we spend on these grants that the average grant is $180,000 and the range of awards range from $50,000 approximately to almost $500,000 where we have a project that really involved four different districts.

The thing I like about Even Start in terms of, again, the approachability of Even Start and the usability of Even Start to reach out to families that we need to serve is as follows: Although there is no specific poverty criteria for participation in Even Start, 40 percent of the Even Start families had incomes under $5,000 a year; 70 percent had an income under $10,000 a year; and only 7 percent had an income of over $20,000 a year. Over 50 percent of the families reported government assistance as a primary source of support.

Nearly 70 percent of the participating adults were unemployed at the time they were enrolled in the program and 76 percent had not completed high school. Thirty-nine percent of the Even Start families were single-parent households. And 11 percent of the families consisted of children living with grandparents, older siblings, or other guardians.

The racial composition and ethnic mix of Even Start is diverse: 43 percent white, 26 percent black, 20 percent Hispanic, 6 percent Native American, and 4 percent Asian. And we find that 6 percent of our population served are handicapped or disabled.

Another strong feature of Even Start—and this is an issue that was discussed at length yesterday at the chiefs' meeting—is the fact that you have to have some mechanism to foster collaboration or it just simply doesn't happen. A very strong feature of Even Start from our early experience in the first 2 years with our first 122 programs is the fact that Even Start does foster collaboration with other agencies. Over 2,100 cooperative agreements with other service agencies were accomplished and signed off on by these first 122 projects.

Even Start is not easy. Even Start is probably the most difficult program to get off the ground that I've seen in my experience, which goes beyond 30 years in education. And the reason it's not easy, it means that you actively have try to recruit parents and children to participate. This means that you have to get out of your

building. You have to get out of wherever you are institutionally and you have to provide the kind of outreach to reach families and their children to say, "This is something that we want to provide for you and we want to do it in a way that's based on your needs." That is never easy.

And it's never easy also to sustain it in terms of a program that is not only located in the home but located in whatever center that you can provide that people can get to and take part in the kind of activities that you've seen there.

So we've had our difficulties with Even Start, but they're not the kinds of difficulties that are ever going to destroy this kind of approach because I think nationally, from what I've been seeing particularly for the last 2 years, people across this country have gotten the message. The message is that we have to work in an interagency way, we have to work in a cooperative way, and we have to work in a way to accommodate the needs of families that we have out there now. And we have families in great need out there now with their children. Even Start is the kind of program that can serve them, but it can serve them in other kinds of ways too.

Again, I mentioned, to me, it's an integrated services model. It gives us an opportunity to relate the needs of children and their families on a continuum such that we can leverage some of our other Federal and State programs in cooperation with Even Start. It means that we can start looking at children, ages 0–7, in such that we are combining our programs for example with Head Start opportunities, Chapter 1 preschool opportunities.

For example, 60 percent of our Even Start programs utilize in some form Head Start services, 40 percent use Chapter 1 pre-K. It means we can start turning Chapter 1 around from a remediation program to an early intervention program, a comprehensive family service program, which is what we should be doing with those $6 billion that we put into that.

It means we can leverage follow-through programs and any other kind of child and family support programs such that children and their families arrive at school not only fulfilled in terms of the kinds of things that they need in terms of language acquisition and literacy, but also at one with each other in terms of what that child should be ultimately as a productive citizen. Even Start does that for us and it does it for us in a time when the society so desperately needs it.

With that, Mr. Chairman, again, I thank you for allowing Mary Jean and myself to be with you today. We are very pleased to be here. Thank you.

[The prepared statement of John T. MacDonald follows:]

STATEMENT OF JOHN T. MACDONALD, ASSISTANT SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION, UNITED STATES DEPARTMENT OF EDUCATION, WASHINGTON, DC

Mr. Chairman and members of the subcommittee:

I am pleased to appear before you today to discuss the Department of Education's implementation of the Even Start Family Literacy Program authorized by the Elementary and Secondary Education Act of 1965, as amended. I am especially pleased to testify before you on the Even Start program because of my belief that the Even Start model of family literacy provides our best hope for meeting the educational needs of disadvantaged Americans. I personally thank Congressman Goodling for

his leadership and support for this critical effort. I would also like to acknowledge Barbara Bush for her longstanding commitment and efforts on behalf of family literacy.

Mr. Chairman, the Department of Education has the principal Federal responsibility for the successful implementation of the National Education Goals, and has made goal one, the cornerstone of the six goals, a major priority. The Even Start program addresses not only goal one, that all children will enter school ready to learn, but also goal five, that every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. It is the intergenerational approach and family focus of Even Start that makes it unique in addressing the needs of disadvantaged Americans.

The Even Start program represents an innovative combination of programs for adult education, parenting education, and early childhood education. Even Start is "family focused" rather than parent or child focused. That is, Even Start projects must provide participating families with an integrated program of early childhood education, adult literacy instruction, and parenting training; all programs must have some home-based services and provide for the joint participation of parents and children. To be eligible for Even Start, a family must have a child less than eight years of age who resides in a Chapter 1 elementary school attendance area, and a parent of that child who is eligible for participation in an adult education program under the Adult Education Act.

Now entering its fourth year of implementation, the Department has funded 240 4-year demonstration projects in every State, the District of Columbia, and Puerto Rico. Nine of these projects are designated as programs for Migratory children. Over half (55 percent) of the Even Start projects reported themselves to be in urban areas while the remaining 45 percent designated themselves as rural. Over 5,000 families participated in Even Start during 1991-92.

The average Even Start grant is $180,000 and the range of awards is from $50,789 in Bell School District in Stillwell, Oklahoma to $498,519 in Healdsburg, California where a consortium of four school districts is involved. The budget has grown from $14.5 million in 1989 to $70 million in 1992, and the President has requested an increase to $90 million in 1993. Currently, the program is being transferred to the States for administration, as the statute requires when the appropriation exceeds $50 million.

The Even Start legislation requires an independent national evaluation of the projects. In January 1990, the Department awarded a contract to Abt Associates with a subcontract to RMC Research Corporation, for this evaluation. The evaluation, which runs from 1990 through 1993, will produce annual reports to the Department and a final report to Congress by September 30, 1993. Data is being collected by all projects, and an in-depth study is being conducted in ten selected sites.

The evaluation has provided information about the implementation of the first two groups of grantees over the first two years of operation. The information collected through the national evaluation confirms that the Even Start families have profound needs. Although there is no specific poverty criterion for participation in Even Start, 40 percent of the Even Start families had incomes of under $5,000 a year, 70 percent had an income of under $10,000 a year, and only 7 percent had an income of over $20,000. Over 50 percent of the families reported government assistance as their primary source of support. Nearly 70 percent of the participating adults were unemployed at the time they enrolled in the program, and 76 percent had not completed high school. Thirty-nine percent of the Even Start families were single parent households and 11 percent of the families consisted of children living with a grandparent, older sibling, or other guardian as the primary caregiver. The racial and ethnic mix of Even Start participants is diverse: 43 percent white, 26 percent black, 20 percent Hispanic, 6 percent Native American, and 4 percent Asian. Twenty-six percent of the adult participants reported that a language other than English was their primary language; these languages included Spanish, Hmong, Vietnamese, Chinese, Creole, and French. Of the children participating in Even Start, 6 percent were identified as having a disability.

All Even Start projects are required to provide three "core services" for the education or instruction of adults and children: (1) adult literacy, (2) early childhood education, and (3) parenting education. Although some projects had difficulty implementing services in the first year, by the second year nearly all projects were providing all three services. Even Start is unique in that, while the core services are the same, each project is individually created by the communities in which it is located and does not duplicate services, but rather builds on existing services. This strategy allows optimal use of limited resources and allows projects to concentrate

on providing new services to fill service gaps. All told, the first two groups of grantees were involved in 2,128 cooperative arrangements with other agencies to provide core services, and 1,196 cooperative arrangements to provide support services during the 1990–91 program year. It appears from the evaluation findings that Even Start projects are doing well in their efforts to build on existing programs and resources to create a new range of integrated services.

Even Start is a difficult model to implement. Reaching families "most in need" as required by the statute, while keeping families involved long enough to demonstrate success, has been a challenge. The most common barriers reported by projects were the recruitment, retention, attendance, and motivation of families. Staffing and staff training were also reported as barriers because few educators have been trained to work with parents and children together in a family context or in a home setting. The Department has made these implementation barriers the focus of our technical assistance efforts.

To date, the Department has provided six technical assistance conferences for prospective program applicants, five conferences on program implementation and evaluation for grantees, and one conference for newly appointed State program contacts to review the new regulations and to discuss the transition of the program to State administration. In addition, training has been provided each summer for projects in meeting the requirements for cooperation with the national evaluation. The Department is planning a 3-day workshop in early October for State contacts on the concept of family literacy, Even Start implementation, and the requirements of the national evaluation. The Department has also published two volumes of project abstracts, a program brochure, a newsletter and is in the process of producing a slide tape presentation on the program.

The Department has issued regulations in response to the 1988 legislation and the 1991 amendments as well as non-regulatory guidance in the form of questions and answers. To ensure full understanding and implementation of Even Start statutory and administrative requirements that will govern the program after it converts from Federal to State administration, the regulations require that in order for a State to receive funds for the first three fiscal years in which the program is State-administered, it must submit a State plan to the Secretary. The Department anticipates that State plans and the progress reports that will be requested at the end of the first year, will help us provide appropriate technical assistance to all States. To date, the Department has received approximately 37 plans and, as they become approvable, will begin to make awards to States. We expect to make all State awards by September 30. We have taken additional steps, such as extending current projects, to ensure that programs currently funded will experience no interruption as they transfer to State oversight.

Although family literacy is a long-range goal, the national evaluation has provided some positive preliminary results. Participation in Even Start appears to have increased children's school readiness, but it can take time to remedy adult literacy problems. It is not clear, based on data from the first group of grantees, that Even Start has yet to affect the adults' functional literacy level.

Establishing a goal that within a decade every child in America will come to school "ready to learn" is a bold and ambitious undertaking. In America today vast numbers of children are growing up without good health care and proper nutrition, without supportive families, or with families who do not know how to translate their love into the positive parenting children need to become successful, independent learners.

The Department strongly supports the Even Start program as evidenced by our budget request in a very tight budget year. Even Start, through early intervention, family involvement, improved literacy skills, and integrated services, provides one of the best promises we have to sustain America's Goal 1 efforts. We look forward to its increased success in the future.

I will be pleased to respond to any questions you may have.

Chairman KILDEE. Thank you very much. We appreciate your testimony. Do you have some comments of your own?

Ms. LETENDRE. No.

Chairman KILDEE. Or you're going to respond to questions on the program?

Alright, we're in transition right now, so let me ask you some questions on this. You mentioned in your testimony and as we know from the statute, that the program is currently being trans-

ferred to the States for administrative purposes as required by the statute. I'm interested in knowing whether this has been a fairly smooth transition and what problems, if any, have been encountered and what we might do to address those problems.

Mr. MACDONALD. Mary Jean and I can both address that, Mr. Chairman. The Department has run seven conferences so far in terms of the directors, the issues of evaluation, and, finally, the one most recently that Mr. Goodling was at—and thank goodness he was there because he laid the law down very clearly to the State folks that this was something that was going to work in terms of the model we had set up and we knew it was going to go forward successfully. And he said to them very clearly that, "Hey, if you guys don't cut the mustard with this thing, I'm going to see you again and I'm not going to be as happy with you as I am right now, because this program is in pretty good shape."

My concern is from my own experience, again, and that is the fact that many States are not geared up to deal with our early childhood issues. They do not have the people in place. They do not have the level of visibility, let us say, for certain kinds of early intervention kinds of activities at the State level. So it's a matter for us of dealing with this in a way where we assist States to set up what they need to set up to conduct these programs. Mary Jean will be having this fall a 3-day workshop to assist in this in terms of State direction.

Those States that do have early childhood divisions in their instruction components of their SEAs will not be a major difficulty. What we're going to have to watch through our monitoring and technical assistance activities is that those States that simply say, "All right, this is just another Chapter 1 program and we're going to put it over here." So we're going to have to be acutely aware of where those States are and when we identify where they are, we're going to have to step in very, very quickly.

Other things that we're going to have to watch for are those States who wish to delay to gear up to get this in place because that will impact on ongoing programs. But it's going to be a chore for us, no question about it.

Ms. LETENDRE. I'd like to add to that. We anticipated that this could be an issue. And in our regulations which we published on June 19th, we have a requirement for States to submit State plans. And you are right, it hasn't exactly been a smooth process. We have 37 State plans in right now. Only five at this point are in a state where we feel we can approve them. We have asked that they tell us how they would make their awards, how they would set criteria.

One of the major issues we have asked is the issue Jack described and that's how programs would coordinate at the State level and how they would involve other offices, how they would monitor the programs. Some of the more difficult things is they will say they will do it but they don't tell us how they will do it. So we have gone back and forth with States a number of times to have the State plans help us know what's going on.

I think some of the other concerns are that the personnel may be of one area. They may be in adult education. They may be early childhood. Half of them are Chapter 1, and getting them to work

collaboratively together is not something that we know has occurred most often at a State level. And so we have to work carefully with them.

Projects still continue to call upon us, which we expect they will do. We get about 100 phone calls, at least, a week in terms of kinds of questions that need to be answered.

I think also in the amendments to the Literacy Act community-based organizations have been made eligible. That, I think, is an issue that we're going to have to watch carefully because States are used to having LEAs as their constituents and many of them are expressing some resistance to funding community-based organizations. And of course they must be funded in collaboration with LEAs, but they're not used to working with that kind of audience.

The law in selection criteria still applied to them and so issues where they have to convene panels of experts across areas of early childhood, Chapter 1, adult education, they still have to put in place. And we're hopeful that that, as well as a requirement for the Committee of Practitioners which applies to Chapter 1, whereby if they set rules that impact policies and regulations, which all of them must do when they establish criteria, that there will be a body of people from the field who can oversee that. And so there are some built-in mechanisms, but we will have to continually be monitoring what happens in that regard to assure that the transfer is one that carries out the integrity of the program.

Chairman KILDEE. Let me ask one further question before I defer to Mr. Goodling. How have you worked out the problem of technical assistance in addressing the problem of family involvement? How do you assist the States?

Ms. LETENDRE. We had a meeting in February where we familiarized them, first of all, with the requirements of the legislation, which haven't been easy for some to understand this trifold approach. We have planned, as Jack said, a meeting in the fall where we're going to run them through this whole concept of family literacy and working with families. We have a newsletter now going out. We're planning to do a slide/tape presentation to give them examples. We've given them the abstracts of all the projects. And we continually provide technical assistance from our office as well as through meetings and working with States.

Mr. MACDONALD. Mr. Kildee, it's a matter of working with the SEAs in terms of changing their conceptual framework as to how they should organize, just like we try to work with teachers in terms of organizing for instruction. People have to start thinking about organizing around family, the concept of family, and the concept of educating a child, and the concept of family in relationship to a local community.

That means that we do not have with a division of instruction, separate little cells or offices, that we start teaming these people around what we're doing with families in terms of issues related to literacy, language acquisition, varieties of serving families and children in a variety of settings, all of these things. And that's the mind-set in terms of an Even Start approach as an approach to families and family needs that we'll have to work on with the SEAs.

And we're going to have it very diligently. And the conferences and workshops help greatly but it's going to take, I think, a lot of field technical assistance where we team our resources in the Department and get them out to the States who need them the most.

Chairman KILDEE. Mr. Goodling.

Mr. GOODLING. Just a quickie. I'm told that I'm due on the floor of the House right now. I'm making a statement on our Health and Human Services and Education and Labor appropriations bill. So I'm going to run over there and do that and come right back.

I guess, Jack, my question to you would be in your meeting yesterday, does it appear that they got the message?

Mr. MACDONALD. Loud and clear.

Mr. GOODLING. Loud and clear, good.

Mr. GUNDERSON. Who is "they?"

Mr. GOODLING. The State.

Mr. MACDONALD. The Council of Chief State School Officers. They're meeting in St. Louis. They'll be meeting the entire week on issues related to collaboration and integrated services for children and families.

We spoke to them on a concept of pulling the programs around in terms of early intervention on a 0–7 model, coordinating Even Start with Head Start, with Chapter 1 school-wide projects which we would like to greatly expand. That concept will provide services to children and families on a continuum as opposed to, say, one shot at age 3 or one shot at age 4. They bought unanimously into the concept.

Again, in my experience in dealing with these issues over a number of years, the timing now is there. The enthusiasm is there. The knowledge base is there. And people recognize it has to happen. I didn't have any contrary thoughts on it at all.

Mr. GOODLING. I'm glad to hear the enthusiasm part because in the meetings that I have attended, as Mary Jean knows, the enthusiasm is what made it really work because they were all wound up, ready to go, and enthusiastically behind it.

Mary Jean, the question I would ask you and my concern is that, as in the past, it was always easy to say, "Well, we can't get the parents to admit that they're illiterate. We can't get the parents to come forth," et cetera. And I know that's difficult. In the application process is there any indication that they're taking that kind of an attitude? Our whole thought was if the parents don't come, the children don't come either.

Ms. LETENDRE. Well, it's hard for us to tell from State applications other than their involvement of the adult education office, which is strong in some States and not strong in others. I think the fact that they must use the same criteria for the selection of projects that we have, and that is the requirement that they must have that component, they must reach out to families is one that will, to the extent possible, assure that the adults will be reached.

It has been an ongoing issue. Sometimes the adults being reached is one of difficulty in scheduling and difficulty in finding those who have been so turned off by the schools. And I think the inclusion of community-based organizations in collaboration is going to be a strength because they know how to reach out. And, if anything, that significant addition in the Literacy amendments

will help us reach that goal of reaching families, which has been much more difficult for our local school administrators to do because it isn't their normal business.

Mr. GOODLING. I will run over and come back quickly.

Chairman KILDEE. Very good. Mr. Gunderson.

Mr. GUNDERSON. Thank you, Mr. Chairman. I didn't get here in time to hear your testimony but I had the chance to read it. And both I and my staff are particularly interested as you talk about the breakdown of the participants in the program. I'm a little bit curious, can you give me a breakdown of urban versus rural in terms of Even Start?

Mr. MACDONALD. Fifty-five percent of the programs are in urban areas, 45 percent of the programs are in rural areas.

Mr. GUNDERSON. Well, we have a unique situation in our district where we have a very large percentage of Hmong population. You mentioned the Hmong in your testimony and yet we don't have dime one of Even Start in our particular district. And I'm a little confused as to if you have 45 percent rural and if you are dealing with a income factor and an ethnic factor and a double-barrier factor, frankly some of this money ought to be there.

Mr. MACDONALD. I would agree with you. But right now, for example, in terms of our breakdown and as far as ethnicity is concerned, about 4 percent of the population we're serving now is Asian. The thing that we're going to have to watch in terms of this in the State program is that the programs that are funded are funded to the most needy populations. And that is going to be an area that we're going to have to really watch and watch carefully.

Do you want to add to that, Mary Jean?

Ms. LETENDRE. Yes. Even Start has been a very competitive program inasmuch as within a given State the law has required us to evenly distribute rural and urban projects. And so sometimes there have been some very needy and worthwhile projects that have not been able to be funded simply because of the level of allocation because the money goes out, basically, on the Chapter 1 formula to the States.

So while there's been a $250,000 minimum, as appropriations increase, money goes to States for new projects. But since their 4-year demonstrations, those that were selected initially must continue. So there's been a limitation of availability of resources.

You're from Eau Claire, Wisconsin. My home town is Chippewa Falls, and I visited the Eau Claire schools and met with some of the Title 1, Chapter 1 teachers there who are dealing with the Hmong population. I know the need is great. It's simply hopefully as the appropriation increases—and it has increased $20 million as of July—that those needs would be addressed.

The law requires when States select applicants that they take into account need. And they have some flexibility within the State in terms of determining need. Therefore, that committee of practitioners at the State level who are reviewing that hopefully will be helpful in influencing the kinds of needs you're talking about. But at this point, that now becomes a State decision as new grants are applied.

Mr. GUNDERSON. Well, I need to plead guilty to not doing the analysis in oversight on Even Start that I should have. But as I

look at your testimony and I contrasted it with the reality of my district not only in Eau Claire but in La Crosse where we have a very high percentage of Hmong in fairly rural areas, something doesn't jive. And I've got to figure out what that is. I guess that's the purpose of oversight.

Mr. MACDONALD. There's also another opportunity, Mr. Gunderson, in the event that let us say they do not become an Even Start grantee. I do not know if Eau Claire has a Head Start program but if they do, there is another opportunity. And that is, again, to encourage the district to use some of its Chapter 1 resources to augment the Head Start program or operate its own pre-kindergarten program that could serve that population and other populations within the community.

Ms. LETENDRE. I want to add, we have recently made a clarification that—to make it more reasonable to do that in Chapter 1 where you have a target school, if you do not have a preschool attendance area since you don't have preschool generally—that of the children in the district who have educational needs for preschool, the whole district could qualify as a preschool area. So that gives that district total flexibility to use the money to meet the needs of the children.

And we're going to be doing some amendments to our policy manual to make that policy clear to everyone. And that provides through Chapter 1 many more resources than you would have through Even Start.

Mr. GUNDERSON. I appreciate that flexibility, I really do. But the hard, cold reality is if you have an area that is not sufficiently funded in Chapter 1, the likelihood of them taking money from Chapter 1 to move it into Head Start or Even Start is just not very viable; that's not going to happen.

Mr. MACDONALD. Unless, they really want to turn some things around as far as making a difference is concerned. Philosophically, we're saying in terms of the way you operate with kids is we should be frontloading our school systems, not backloading with remediation.

Mr. GUNDERSON. This is a fascinating discussion, and I apologize to the rest of you, but we've all got to sit down and talk about what we're doing. The one commitment we have made in the 1980's, whether it be the administration or it be the Congress's Chapter 1, that's the program, increase Chapter 1, increase Chapter 1. If you want to give me a second, I can look up and see how much we're increasing it today in the Labor/HHS bill.

If the strategy is early intervention of children at risk, then I think it's incumbent on both the administration and the Congress to say, "We need to rearrange both our authorizations and our priorities in terms of appropriations," because the signals we are sending out to the States and the communities is Chapter 1 is where it's at.

Mr. MACDONALD. I would quite agree, and I think we have a real opportunity to do that kind of thing now.

Chairman KILDEE. One of the aspects of Even Start I like—and I've been one of the great advocates of Head Start too, as has Mrs. Bush. Whenever I go over to the White House, after I finish talk-

ing with George I talk with Mrs. Bush and am able to raise up that appropriation. She's very, very helpful.

One of the aspects that really made me attracted to Mr. Goodling's idea when he first conceived this idea several years ago—and I was worried at that time of competing with limited dollars with programs like Head Start—is the involvement of the parents to improve their skills and very often to just give them some basic skills. That's been a very, very important factor in Even Start and that's one of the things that Mr. Goodling had in mind first and one of the things that attracted me to it.

I'm wondering sometime you might want to discuss some of these various programs. In one of the factories in my district we have an adult literacy program in the factory and we find people who are really functionally illiterate. And one of the great joys is they, right in the factory, will get their basic literacy training and find a new joy at home when they can read to and with their children. It's almost added a new dimension to their life.

I talked to a couple gentlemen out there who were embarrassed because they did not know how to read—functionally, they were illiterate. And when they were able to read and then read with their children and to their children, they added a new aspect of their life. So you've wrapped several great things into this Even Start program which I think are very, very helpful to the family unit.

I still happen to believe the family unit is the basic unit of society. And if you can help improve that family unit, you've done a great deal for society.

Mr. Hayes.

Mr. HAYES. First, let me just apologize for my tardiness. I got tied up in the office and wasn't able to get here in time to hear the testimony of the witnesses on this Even Start program.

There's one thing that bothers me a little bit that there seems to be an effort in many States to implement the program of choice, when it comes to parental choice to decide on schools, and give money to private institutions at the expense of the public educational system. I was just wondering what kind of impact, if this succeeds, which I'm very opposed to, would have on the Even Start program.

Mr. MACDONALD. This program would not initially impact that kind of decision, whatsoever. This program impacts on, again, the needs of a parent in terms of literacy, the needs of a parent in terms of parenting skills, and the needs of a child in terms of a wholesome, suitable, early childhood opportunity and experience.

Ms. LETENDRE. I want to add that this program already has eligible private entities. The law has made both private and public nonprofit groups. So it's an issue that Congress addressed on the very front end to have this be a program that functions not only with local school districts but also with the amendments that allows these private and public nonprofit groups to be able to be eligible to receive these funds. So it's not an issue here, as long as they do it with our local school districts.

Mr. HAYES. Since we're always faced with the argument that funds are short and we don't have money, and money is cut or taken away from the educational system, I'm glad to hear you say

this will have no impact, whatsoever. It is critical that poor kids, poor families have an equal access to educational opportunities.

Mr. MACDONALD. And this will provide greater access and greater equity in terms of, again, the children and their parents when they enter school; that's what we're all about.

Mr. HAYES. Thank you.

Chairman KILDEE. Thank you, Mr. Hayes.

Mr. Roemer.

Mr. ROEMER. Thank you, Mr. Chairman. I, too, apologize for being tardy because of working on the Labor/HHS appropriations bill for education which is on the floor today.

Chairman KILDEE. A very important bill coming out.

Mr. ROEMER. We, on this committee often try to reach, in a bipartisan way, for full funding for the Head Start and Chapter 1 programs in particular. I do want to take time, indeed, to compliment our witnesses for their time and effort and, I'm sure, for worthwhile testimony this morning on a very, very important program.

I just want to reiterate to you that in terms of the concept here that Even Start has my full support and I look forward to working with you in the future on this program.

I have a great success story in my Third District of Indiana where a woman was recently trained through the literacy program. I cannot imagine what it would be like to go to the store and not be able to read a package to see what you're buying or to have your child come back from school and not be able to help them with their homework, and to feel the frustration of helping your children lead better lives through better education. This is just one of many success stories of a woman who is going to be receiving her GED and entering nursing training and working with her child on these education endeavors.

The whole concept of family and early intervention and giving self-esteem to the family is very, very important in terms of the problems we face in education. I salute and commend you for your efforts.

As this program moves from the Federal implementation and administration to State administration, what have we learned specifically from running it at a Federal level that we can apply now to the State level to make it run more efficiently and smoothly? What are the lessons gleaned here? What should the Federal role be in the future?

Mr. MACDONALD. We've mentioned, Mr. Roemer, some issues related to this earlier to Mr. Goodling on a similar question. But very basically, we know this is a very difficult program to administer and to properly provide the services that are needed for children and their parents.

So in turning it over to the State, what we're going to have to do is really strengthen our technical assistance in terms of being able to outreach States as far as utilizing the Even Start models that we know have been most effective and assisting with issues related to maintaining the participation of parents, assisting them in utilizing programs we know work with parents and teachers in terms of literacy and language acquisition.

So, it's one that is, very frankly, going to tax us, but I think it's going to tax us in a very, very positive way. We're going to really have to strengthen our monitoring and, more specifically based on that, our technical assistance arm to be able to sustain the States. And the reason for that is that there are States out there that do not have early childhood divisions or family divisions that are used to dealing with this kind of program on a broad scale. We have States that still are not affiliated in terms of their Head Start programs, that they operate in isolation.

And with Even Start we have a program that fosters collaboration and fosters the utilization of State and local resources and with other programs that are serving families. And we're going to have to work with these States to assist them in their operations such that they maximize those opportunities. And that's not going to be easy.

Mr. ROEMER. Can you further clarify too—I know in reading about Even Start that the eligibility requirements, need for basic skills, someone that does not have a high school diploma, live in a Chapter 1 elementary school attendance area—can you further clarify how a State like Indiana in terms of funds going through the State is eligible? By what formula do we ascertain the State of Indiana, for instance—to pick a hypothetical.

Ms. LETENDRE. The State of Indiana would receive money—and we've notified the States of their allocation—it goes out on the Chapter 1 formula to the State. The State then has the obligation to run a competition for projects which can be from local school districts in collaboration with community-based organizations and also community-based organizations in collaboration with the local.

There is no formula in terms of the amount of money that would be eligible for a local level other than the regulations say that they can't receive anything less than $75,000. But the State has a plan that they're submitting to us that says, "This is what we're going to say is important in terms of the needs that we have in the State of Indiana." They could focus on limited English. The could focus on particular skill levels of adults, as Michigan has wanted to do for its new projects to say that no one who has above an eighth grade level is going to be a target of adult services in Even Start. They want to get to the neediest.

So the flexibility at the State level for saying, "These are the projects who have said they have a need. Here's how we're going to select them," at the State level in combination with State officials who will run a panel of experts. The State, in and of itself, doesn't make that selection. They're required by law to have adult educators, early childhood people, Chapter 1 people, and business and industry, at a minimum, on a panel of experts that would review the applications.

And then at the State level, when they have a certain number of points and criteria as suggested in our regulations, the State will say, "Here are our very best projects." And then they'll have to say, as we do at the Federal level, "We want to give both equal opportunity for both rural and urban." And they would therefore then make that decision.

So they get the money formula from us, must continue projects that are already underway, have some money for new programs,

set criteria, set needs, set priorities, and then convene experts to help them make the decisions to make the awards.

Mr. ROEMER. Could you send to my office how many applications Indiana applied for and how many——

Ms. LETENDRE. Certainly. And also we have a State allocation and how much money is now being given and how much is going to be available for new awards.

Mr. ROEMER. Finally, Mr. Chairman, one last question. I see the author of the bill has come in and I do salute Mr. Goodling for his hard work on this. And again, I want to reiterate that I'm happy to work with in a bipartisan effort on these kind of great educational endeavors.

In terms of eligibility for participation, if we have a family, let's say a father or a mother that has recently lost their job and they do have a high school diploma but they are in basic need of new training, would they be eligible for a program like this?

Ms. LETENDRE. If they have a high school diploma they're not automatically ineligible, about 24 percent of ours do. It's a matter of how well they can function in literacy levels as specified in the Basic Education Act. It's difficult. We couldn't tell, and someone would have to run an assessment.

Mr. MACDONALD. That's right. You would run something like a wide-range achievement test or something like that to find out what their level of literacy was. And if it was determined not to be sufficient in terms of employability, they would be eligible under the literacy component of the program, whether they were a high school graduate or not.

Mr. ROEMER. Thank you. Thank you, Mr. Chairman.

Chairman KILDEE. Mr. Goodling, do you have additional questions?

Mr. GOODLING. No.

Chairman KILDEE. Well, I want to thank the panel this morning. The enthusiasm and the commitment of you, Dr. MacDonald, and you, Ms. LeTendre, your enthusiasm and your commitment both have been essential in making this program successful. And Congress is grateful to you for that.

We pass legislation, but were it not for people like you who really believe in it and have that commitment and enthusiasm, these programs can just be something on the books. But you really have given this program a real zest and a real success.

Mr. GOODLING. I would say Amen to that.

Mr. MACDONALD. You're very kind, Mr. Chairman and Mr. Goodling. Thank you very much. We appreciate it. We thank you for the legislation.

Chairman KILDEE. Thank you very much.

Our next panel will consist of Parker Coble, director of the Lincoln Intermediate Unit No. 12, Migrant Child Development Program in New Oxford, Pennsylvania; and Barbara Gill, coordinator, Even Start Program, Reading, Pennsylvania; Maria Del Carmen Pagan, Even Start parent, Reading, Pennsylvania; and Juan Karlos Diaz, Even Start student from Reading, Pennsylvania. And I think joining us, if she's not already here, joining us later will be Sharon Darling, president of the National Center for Family Literacy, from Louisville, Kentucky. If they would come forward.

Mr. GOODLING. I might say while they're coming up, Mr. Chairman, Parker Coble, that Lincoln Intermediate Unit is part of my district and he has been dealing with migrant children for a long time. And I've often said they are probably the most neglected of all the neglected because they move and move and move and move and move.

Chairman KILDEE. Mr. Coble, do you want to start first, and pull the microphone right up to you.

STATEMENT OF PARKER COBLE, DIRECTOR, LINCOLN INTERMEDIATE UNIT NO. 12, MIGRANT CHILD DEVELOPMENT PROGRAM, NEW OXFORD, PA; BARBARA GILL, COORDINATOR, EVEN START PROGRAM, READING, PA; MARIA DEL CARMEN PAGAN, EVEN START PARENT, READING, PA; JUAN KARLOS DIAZ, 6-YEAR-OLD EVEN START STUDENT, READING, PA; AND SHARON DARLING, PRESIDENT, NATIONAL CENTER FOR FAMILY LITERACY, LOUISVILLE, KY

Mr. COBLE. Mr. Chairman, members of the committee, I want to take this opportunity to thank you just for the opportunity of being able to testify on behalf of the Migrant Even Start Program. I would also like to thank your staff for the courtesies that they have given to us in preparing for this presentation.

As indicated, I'm a member of the 19th Congressional District of Congressman Goodling, and I personally want to congratulate him on his visionary leadership in being able to put this legislation together. And I congratulate the committee for the enactment of such legislation. Having been in the field for—this is my thirtieth year in working with migrant families, it is not often that you see legislation with the broad impact that this type of legislation can have. So Congressman Goodling, I thank you very much.

Chairman KILDEE. On that point, I can recall when Congressman Goodling first brought this idea to the committee. All of us thought it was a great idea but we thought, well, it's just another program competing for the dollars. But once in a while a program comes along and you figure, "Gosh, I wish I had thought of that myself." And this is one of those programs that I wish I had thought of myself.

Mr. GOODLING. Without his help we wouldn't have gotten anywhere with the program anyway.

Mr. COBLE. I think the 3 percent set-aside is especially a nice idea for the migrant families across the Nation. I consider the Even Start legislation as a key towards meeting the national education goals. We heard Dr. MacDonald talk about that this morning. And I think perhaps they talked about several of the goals, but if you examine the goals very carefully and this legislation, you will see that it is not just the first national goal that is impacted directly but all of the goals have a direct bearing upon the start that a child receives in the early years and on the families influence in that role.

Because of the mobility for the migrant farmworker, the only constant in a migrant child's life is their parents as they move from State to State, up and down the eastern seaboard, the central stream, or the western stream. So the parent must be an active

participant in the child's education for success. But the parent's first needs must be their own basic educational skills and language proficiency if he is to be able to facilitate the educational success for the child's development.

Migrant Even Start provides the three components that fit together in that endeavor. The adult education and the language acquisition become very important as we're working with a multiethnic population and especially high numbers of Hispanic families. The parenting and parent academic assistance again play a very key role as we develop the adult education skills of being able to go beyond that and work directly with the academic assistance to their children. The child care and education we've had for many years but now bringing the parent into that more directly greatly enhances the program. These three components go a long way in helping our families become partners in the American dream.

As many families settle out of the migrant stream, and many do, they can become fuller members of the community because of this legislation. With better education comes better work skills and an uplift in the economy. This legislation will be helping the American economy 20 or 30 years from now, something that we don't always look at in the very early stages of child development.

If you subscribe to the studies that say children learn 40 percent of their knowledge by age 4 and 80 percent by age 8, the value of this program is very powerful. Children raised with positive self-esteem, respect, and personal worth are better prepared for school success. The migrant lifestyle presents unique challenges in the implementation of this program.

In my written testimony, I've outlined ten points which I just want to touch on briefly that have a direct impact on the migrant families that is not always the case with the nonimmigrant piers: The high mobility factor of moving from State to State; the cultural and ethnic backgrounds; the rural setting of where services would be available; the language of the population; the lack of community acceptance on the part of migrant and seasonal farmworkers; the scheduling presents a unique problem for the Migrant Even Start in that our migrant farmworkers are just that, they are workers.

And many times, especially in the apple season, they may be starting at 6 o'clock in the morning and picking apples until 8 o'clock in the evening. So the commitment to attend adult classes to be involved in parent education classes is a great one, in addition to the hours that they're working.

Another area, the staffing in obtaining qualified staff to work with the various migrant populations; the physical facilities in rural areas; and one that I term "self concept" where the parents in the migrant stream are from low social economic settings, sometimes lack the self esteem and confidence to attempt to engage in these type of services. And that has been because of many years of frustration and maybe rejection from the regular educational system.

And then we have another area that is, I think, somewhat unique, and that is the agency paradigm shifts where agencies traditionally serve community residents where they looked at their services as end and all in itself. For example, a GED program:

When the person got a GED, the mission was accomplished. Not so in Migrant Even Start and not so in life. That is just part of the beginning to where we're going.

These are all challenges that the Pennsylvania Migrant Even Start and other Migrant Even Start programs accept readily. As a first-year grantee we are trying to improve the quality of life of our families. And in attempting to solve those different areas we many times have to try one method, if that doesn't work, we try another method.

We have had a very high degree of success in coordination with existing community agencies in the implementation of this program. In one case, we've had a few setbacks and that's something that we're dealing with right now. I think in overall looking at the Migrant Even Start program there are still one or two areas which need some work.

We have good evaluation instruments that have been selected to measure the effectiveness of child growth and the effectiveness of adult education and language proficiency. However, an effective measurement of parenting skill acquisition is still needed. Within our program, we are utilizing two such instruments that were developed locally through Penn State University. But so far we haven't nationally come up with an instrument which I think will give us a better picture of how effective we're being in our actual parenting and parent academic assistance skills.

Also, I think when it comes to Migrant Even Start, a forum needs to be created for the exchange of ideas, concepts, and sharing of success models. We could save many dollars in trial and error procedures if we had an opportunity to come together in some forum to exchange ideas. To date, we've only had one limited such opportunity.

In summary, I think if we say, "Why Migrant Even Start?" we can look at Howard Brimsley's TV commercial and say, "Because it's just the right thing to do." Again, I praise you for your wisdom in enactment of the legislation and urge that we continue on. Thank you.

[The prepared statement of Parker Coble follows:]

Written Testimony
Parker C. Coble
Lincoln Intermediate Unit No. 12
Migrant Child Development Program
July 28, 1992

My name is Parker Coble and I am the Director of Migrant Program for the Lincoln Intermediate Unit No. 12 in the 19th Congressional District of Pennsylvania. I was born and raised on a fruit farm in Adams County and therefore understand the fruit growers point of view relating to migratory labor. I am currently in my 30th year of working with migratory farmworkers with my experience covering a wide range including: Day Care; Preschool; Summer Schools; Career Education and Work Experience; Identification and Recruitment; Social and Support Services; Health Screenings, Education and Care; Transportation; Parenting and Parental Involvement; Nutrition and Nutrition Education; English as a Second Language; Job Training and Upgrading; Adult Education and Public School Services.

Lincoln Intermediate Unit currently operates the following Programs for migratory families and their children:

Migrant Education
Statewide Migrant Day Care Services(state funded)
Migrant Even Start
Child and Adult Food Program
Summer Food Feeding Program
Summer Intensive Language Program
English as a Second Language for Area Public Schools
Nutrition Education Program
Donated Commodities

Before I begin my testimony, I would like to thank the Committee for inviting me to testify on the Even Start Program and Migrant Even Start in particular.

I consider the Even Start legislation as one of the finest efforts to improve Education in the United States. The concept of involving the "whole" family is an extremely important and vital step in building success and self-esteem and in placing a high family value on education.

To those of us who subscribe to the philosophy that, "It takes the whole village to educate the child", Even Start is a refreshing approach in that direction by beginning with the home.

You as a Committee are to be commended on your approach for starting small through demonstration grants and building upon successful approaches. We who have been involved in Migrant Education and Child Care are especially appreciative of the 3% set aside for Migrant Even Start.

The Migrant Farmworker and his family present unique challenges that regular Even Start frequently does not face. Some of these factors that the migrant lifestyle and agricultural environment generate are:

Written Testimony
Parker C. Coble
Lincoln Intermediate Unit No. 12
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1) The high mobility, varying arrival and departure from area. At the present time it is undetermined in respect to the length of time needed to make effective educational gains.
2) Cultural and ethnic backgrounds-(example, husband may not want wife to better herself).
3) Rural settings- distance to available services. Transportation costs can become prohibitive especially where children are also transported with adults.
4) Language-more a factor in rural areas.
5) Lack of community acceptance-existing community agencies traditionally have not served migrant farmworkers and their children.
6) Scheduling- work hours
   a)during peak harvest season workers my work daylight to nearly dark
   b)may also work on Saturday and Sundays
7) Staffing- frequently difficult to obtain quality staff for short seasonal periods, especially bilingual/bicultural.
8) Physical facilities-seasonal nature of need make finding locations difficult
9) Self-concept - Many parents and especially migrant parents from low socio-economic settings lack the self-esteem or confidence level to attempt to engage in services.
10) Agency-paradigm shifts- Some community agencies' boards see only their traditional roles as the end. Example; A parent may get a General Equivalency Diplomas and the responsible agency may feel the task is accomplished and the parent still needs language acquisition and skills needed to communicate effectively with the school to enhance their child's educational growth. May not see the need to infuse such related areas into general approach.

While the above factors present unique challenges to the Migrant Even Start Grantees, they are challenges we readily accept in an effort to improve the quality of life of our families.

The Pennsylvania Migrant Education Program, in planning and implementing its Even Start Grant, has found item # 6 and # 9 above, as our most difficult challenges. Since we are in our initial year of operation and just entering the harvest season, our degree of success in dealing with these two factors are not fully known.

The key to success we have to date is the high degree of coordination with the various Even Start partnership agencies. Representatives of the Partnership agencies meet bi-monthly to review progress, plan and do problem solving. All partners have a partnership agreement which outlines basic responsibilities for the agencies reporting requirements and budgets. This structure has proven very effective.

*Please see attached addendum:

1) Even Start Task Force Members.

2) Pennsylvania Migrant Even Start Components

Recommendations:

There have been several areas that have been somewhat confusing:

1) The first area is related to what components had to consist of to be considered matches. These questions were answered at a National Training Meeting in Washington, D.C. on June 22 - 24, 1992 and with the Final Regulations on June 19, 1992.

2) The second area relates to Evaluation requirements. When we applied for a grant we had to have an evaluation plan in place. We specified the instruments we would use, hired and trained assessment personnel and implemented our evaluation system, in addition we stated our objectives and goals using these instruments. Now we are told we must use certain mandated instruments. This should have been clearly explained and outlined in the application. If we follow through with our tests plus the National mandated test, some of our children will receive pre and post testing on five (5) different instruments. Clarification is still needed.

There still needs to be an evaluation instrument developed to evaluate the parenting component. There doesn't appear to be an effective national instrument. Perhaps a research grant in this area would be in line for consideration.

3) The third area relates to a grantees exchange. Migrant grantees need to be give a forum to come together to exchange ideas specific to Migrant Even Start. We could save dollars in trial and error procedures by discussing approaches, what worked and what didn't as we continue to develop our demonstration grants.

In closing:

As a Migrant Education Program Director, a member of several community Boards of Directors, President of the Agricultural Human Resource Management Association, I can unequivocally state that I feel that Even Start is a great concept and I praise you for your wisdom in passing such legislation and urge reauthorization of this legislation.

You may want to consider attaching the parenting concept to other program in order to address the needs of older students' parents as they attempt to deal with the many problems faced in upper grade levels.

Again, thank you for the opportunity to testify.

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Migrant Education Even Start

	Educational Programs for Children		Parents As Partners		Adult Literacy and Basic Education for Parents	
	During Day: Center Based Services	During Evening: Adult Classes	In-Home Academic Support	Parenting Skill Development	Hispanic (80%) (Services available Day/Evening)	English/Others
Adams County	Infants: ECMHS Infant Ctr via PaRO "Migrant Head Start" Toddlers/Preschoolers: Migrant Child Dev. Ctr via LIUMCDP "Dept. of Welfare" Regular Head Start K/6/7 yr. olds: **Summer**: Migrant Summer School **Regular Term**: Public School/Migrant Ed. Supplemental via LIUMCDP "Migrant Education"	Infants/Toddlers/ Preschoolers/ K/6/7 yr. olds: LIUMCDP Child Care Services	Toddlers/Preschoolers/ K/6/7 yr. olds: Project P I A G E T (In home Model) via LIUMCDP	Infants/Toddlers: LIUMCDP Parenting Program " Dept. of Welfare" Preschoolers/K/6/7 yr. olds: LIUMCDP Parenting Program "Migrant Education"	*Adult Literacy *Adult Basic Education *High School Equivalency Program *ESL via Center for Human Services "Bilingual" via Catholic Charities OR LIU Literacy Councils, as appropriate	*Adult Literacy *Adult Basic Education *General Ed. Diploma via LIU Adult Education & Literacy Council "English/ESL" *Employment/Training Program
Franklin County	Infants/Toddlers/ Preschoolers: ECMHS via PaRO Regular Head Start K/6/7 yr. olds: **Summer**: Migrant Summer School **Regular Term**: Public School/Migrant Ed. Supplemental via LIUMCDP "Migrant Education"	Infants/Toddlers/ Preschoolers/ K/6/7 yr. olds: LIUMCDP Child Care Services	Toddlers/Preschoolers: Project P I A G E T (In home Model) via ECHMS (PaRO) K/6/7 yr. olds: Project P I A G E T (In home Model) via LIUMCDP	Infants/Toddlers/ Preschoolers: Combination of ECHMS & LIUMCDP Parenting Program "Dept. of Welfare" K/6/7 yr. olds: LIUMCDP Parenting Program "Migrant Education"	Hispanic (35%) *Adult Literacy *Adult Basic Education *High School Equivalency Program *ESL via Center for Human Services "Bilingual" *Small Group & Individual Tutoring utilizing post Hispanic HEP Graduates as Tutors (Trained by Literacy Council) OR LIU Literacy Councils, as appropriate	English (65%) *Adult Literacy *Adult Basic Education *General Ed. Diploma via LIU Adult Education & Literacy Council "English/ESL" *Small Group Tutoring utilizing Franklin County Literacy Council *Employment/Training Program
Evaluation	ECMHS, LIUMCDP/P I A G E T Instruments		P I A G E T Parent Instruments LIUMCDP & ECMHS Checklist		GED/HEP Diploma and ABE Instruments Job Placement / Retention	

Chairman KILDEE. Thank you, Mr. Coble.

Barbara Gill.

Ms. GILL. Good morning and thank you very much also for the opportunity to speak with you today about Even Start. I'm from the Reading Even Start program and you did get to see some of the parts of our program in the film earlier today. And I think that, as you mentioned before, Mr. Kildee spoke and gave you a good explanation of what the program is really about and the different components involved in it.

What I want to do today, though, is speak about some of the issues which I feel are very critical in the program. And I think you probably have heard some of them mentioned here before, earlier today. The first part, I think, is that the parenting component is what makes Even Start different from the other programs out there today. It is also the core of the Even Start curriculum with all the other components revolving around it.

Parenting education is integrated into the adult basic education and English as a second language classes. Parents are learning to read and speak English by reading their children's books. They're learning nursery rhymes and chants. They're learning how to play simple games with their children, simple games which will help their children in turn learn the basic skills in the schools. Parents are learning what is developmentally appropriate for the different ages of their children.

The parents are practicing and utilizing their newly gained skills in their child's early childhood class during parent and child time. Parents are reading every day in the classroom to their children and they're taking these books home and they're reading the same books in their homes at night. The homes are becoming enriched with educational materials. The home visitor further reinforces all of these educational things by going into the homes and doing parenting activities with the families.

A second issue is that the parents are becoming empowered. They are achieving goals which they set for themselves in the adult classes. They are beginning to speak a new language. They are receiving their GED. They are getting jobs. This knowledge gained by the parents is observable not only in the academic but also, and just as importantly, in the life skills areas.

Parents are becoming more involved with their children in the school settings. They are speaking with the children's teachers and they are attending parent/teacher conferences in the schools. They're speaking with the school principal. They're attending school functions. They are helping their older children with their homework. They are no longer afraid and distrustful of the school, which was a source of failure and discouragement for many of them.

They are gaining the skills necessary to function as a responsible adult in the community. They are becoming involved in community organizations. They are passing all of their newly-gained values and confidence onto their children, which experts have shown us is a key to children's success in the schools.

Third important point: Data shows that children in the early childhood classes are gaining. Initial data distributed from Abt Associates showed a gain in the overall child achievement. We can

see the gains. Even Start in many situations is a child's first experience in the schools. The multisensory experiences the children are now being exposed to and the additional support the children are now receiving in the home cannot be overemphasized.

Young children are now seeing, handling, and reading books every day in their classrooms. They are using language every day in every imaginable way, singing, reading, playing, listening, writing, and speaking. And for most of the children in our program they are using a new, second language. They are receiving learning opportunities which many would never have received before Even Start. And more importantly, they are also beginning to receive these services in their homes.

Fourth, and this point has been mentioned before by other people speaking with you, Even Start coordinates with many other service providers in the community. It does not duplicate services. For example, if a parent wants to enroll in Even Start and keep his child in Head Start, Even Start and Head Start work together to minimalize the agency issues such as intake, form filling, testing, et cetera. And we work together to create a schedule which will allow for a smooth transition between the programs. Children leave the Head Start to join their parents for the parent and child time going on in the Even Start classroom.

On the other hand, if an adult wished to enroll in one of the adult basic education classes being sponsored by any of the other agencies in the community, Even Start will work with that agency and provide the early childhood part and the parenting part. Even Start provides the family whatever it needs to complete the family literacy cycle.

Even Start cannot and should not attempt to be all things to all people. Its mission is literacy and its unique parent and child relation is what sets it apart from other programs.

And as Dr. MacDonald has said and as Parker has just mentioned also, and my fifth and last critical point, the Even Start is complex. For this reason, it is very complex to evaluate. The task of identifying all of the social and emotional factors associated with school success of traditional anglo children is formidable in itself, but the task is magnified when we're measuring a minority population.

We know how to measure student achievement in the schools. What we need to do is to measure the English language fluency with our Hispanic adults. We need to measure the successful parenting techniques, the parent and child interactions, and the parental interaction with the school and the community.

The difficulty lies in the identification and availability of evaluation instruments which will adequately track the parent and children's progress in these areas and effectively measure the social/emotional factors in quantitative terms. When the quantitative terms from Even Start are reviewed, it's important to remember the uniqueness of this program and the outstanding qualitative successes which are continuously being observed.

I just wish to say in conclusion that the reauthorization and continued support of Even Start is vital so that the full potential of this unique and valuable program can be realized. Children are our most important resource, and by including parents in the educa-

tional development we are insuring their success in the future. This is a goal that is being accomplished by the Even Start Family Literacy Program. Thank you.

[The prepared statement of Barbara Gill follows:]

STATEMENT OF BARBARA GILL, READING EVEN START FAMILY LITERACY PROGRAM

ABSTRACT

The Reading School District, in cooperation with Reading Area Community College and other related service providers implemented an Even Start Family Literacy Program in 1989. The program incorporates aspects of the Kenan Trust Family Literacy Program, Louisville, KY. Three community-based organizations assist in recruitment and enrollment activities specifically directed toward, although not limited to, minority families lacking basic English language proficiency. Four instructional sites have been designated as education centers. The project offers four instructional components: adult education, early childhood education, parenting education with a joint parent and child time, and bi-weekly home visitation.

BACKGROUND INFORMATION

In Berks County, Reading serves as the County Seat and has a population of approximately 90,000 people. The school district has a student population of 11,000, ranking sixth in size in the State.

Over 45 percent of all students attending the public school system are from low-income families (Chapter 1, 1988 data).

In terms of the adult populations, over 50 percent of the residents of Reading have not earned a high school diploma. Data, reflected in the 1980 Census, show that Berks County has one of the highest percentages of uneducated adults in the State. Over 18 percent of all citizens failed to achieve an elementary education (K-8). In comparison, 17 percent of the residents of Philadelphia and 13 percent of the adults in Allegheny County failed to complete an elementary program.

However, the general economic data does not reflect a major growing local problem.

Over the last decade, Reading has become a port of entry for an increasing immigration of citizens from Puerto Rico and other Spanish speaking countries.

Today, Berks County has the highest proportion of Hispanic citizens in relation to the total population in Pennsylvania, and the third highest concentration of Hispanics in the Commonwealth.

Data provided in the Annual Planning Information Report, OES (fiscal year, 1987), indicate the 85 percent of Hispanic adults in Berks County, or 18,700 are economically disadvantaged: this represents approximately 40 percent of all disadvantaged families in Berks County.

School Census Data (November 16, 1987), indicate that 32 percent of all students in the Reading School District are Hispanic.

Needs assessment data, collected as part of the Reading School District's Chapter 1 ESEA Program, indicate that over 75 percent of all Hispanic students demonstrate a basic skill deficiency by grade level three: functioning one year below grade level in reading, math, or language arts.

Based on a survey of 500 Hispanic adults in Reading, conducted by the Hispanic Center (May, 1988), Dr. Garcia observed that 60 percent of all Hispanics living below the poverty level had a problem with English-language proficiency.

Data collected from the 1984-85 to the 1987-88 academic year show that the average high school dropout rate in the State was 2.7 percent. The dropout rate for the Reading School District over the same period was 8.2 percent, nearly three times greater than the State average. Based on these statistical findings, only 65 percent of ninth grade class students will complete their senior year.

While the overall dropout rate in the Reading School District is extremely high, the dropout rate among Hispanic students is near 50 percent. District data show that 48 percent of all Hispanic students in tenth grade in 1985-86 did not complete the twelfth grade.

Consistent with national findings, school district data show that students from low income families where one or both parents failed to earn a high school diploma are ten times more likely to drop out than students from low to moderate income families where both parents earned a high school diploma. The highest rate of student dropout has been identified as minority students whose parents lack basic English-language proficiency skills.

THE READING EVEN START FAMILY LITERACY PROGRAM

The Reading Even Start Program, a cooperative project between the Reading School District and Reading Area Community College, began in the first funding year, 1989-1990. It was the first site in Pennsylvania to begin an Even Start initiative. The Reading site is also one of ten sites selected nationally by Abt Associates, Inc. to be evaluated in-depth as part of the National Evaluation Information System designed by Abt Associates.

Schedule

The project is center-based, as opposed to home-based and classified as an urban program, as opposed to rural. Based on the typology of family literacy programs as designed by Ruth S. Nickse, Reading uses a direct-child/direct-parent approach. It also follows the Kenan model which consists of a parent adult education class operating simultaneously with a child class. The two classes then merge to form one parent-child class. Classes take place at four sites: two elementary schools, one church basement, and one community center. During the school year, classes are scheduled in three, 10-week sessions and take place three mornings per week for three to four hours, depending on the site. During the summer, a 6-week session takes place. The program employs two full-time staff and 17 part-time staff.

To further immerse itself in the community it serves, the Reading Even Start program has established three community centers as "Outreach Centers": the Police Athletic League, The Olivet Boys and Girls' Club and the Christ Lutheran Church. The centers assist in recruitment and identification of program participants as well as offering special activities such as homework centers, computer time, and general recreational activities for families after school and during the summer. Even Start pays for a part-time coordinator to work at each of the centers and also purchases books, tapes and educational games to establish mini-lending libraries for the program participants.

Community Coordination

The program coordinates with various service providers in the community in completing the family literacy cycle. Even Start works closely with Head Start by providing those parents referred by Head Start with adult education, parenting, parent/child time and home visitations while Head Start is providing their children with early childhood education. Even Start and Head Start classes are both located in two of the four sites which further facilitates coordination between the two programs.

The Chapter 1 program in the Reading School District is a vital source of information for Even Start in the area of recruitment and identification of families for the program. All families of students currently being served by Chapter 1 in the school district are contacted by Even Start for possible enrollment.

The local JTPA/SPOC program, which provides intensive vocational training as well as basic adult education to adults in Berks County, refers clients in need of parenting education to Even Start. Even Start provides these parents with parenting, parent/child time (where possible) and home visitations. Early childhood education is provided for their children by Intermediate-Unit managed day-care.

Both the local Literacy Council and the Adult Education Department at the Community College coordinate with Even Start by providing adult education for parents while Even Start provides parenting education for the adults, parent/child time, early childhood education for their children and home visitations.

Curriculum/Components

The curriculum for all components of the program is integrated and has been custom-designed. The curriculum has changed to meet the needs of the students and the program, and in the adult and parenting components, it has been evolving since the inception of the program.

The early childhood classes utilize a whole language, thematic instructional approach. All activities are developmentally-appropriate and aim to develop cognitive skills through active exploration and investigation. The classes serve students from 18 months to 6 years of age.

The adult classes coordinate as much as possible with the early childhood classes by also using a whole language, thematic approach. The curriculum integrates instruction in Adult Basic Education (ABE), General Education Development (GED), English As A Second Language (ESL) and Parenting Education. Instruction in this component is competency-based with the adults setting their own goals for instruction through portfolio assessment methods. A computer is available in each classroom to assist with instruction. Cohesion of the adult component is maintained

throughout the four instructional sites through the circulation of a monthly newsletter that each adult class compiles and produces on its computer.

The goal of the Parenting Education component is to promote in the parents an understanding of the importance of helping children with literacy-type activities in the home and to develop an ability to plan and initiate developmentally-appropriate activities for their children. The lessons incorporate the weekly theme of the early childhood class and are integrated into the ABE/ESL curriculum. The focus in the parenting lesson is on demonstration, role-playing and practice by the parents.

The parent and child time (PAC) occurs at the end of class for both parents and their children and serves as a "lab" time for parents to practice what they have learned in their parenting class. The activities revolve around the early childhood weekly theme and are meant to be parent-directed and teacher-facilitated.

In the last component of the program, the home visitations, the focus again, as with other parts of the entire curriculum, is on the early childhood weekly theme. These bi-weekly visits to all program families are designed to reinforce parenting lessons being taught in the classes. Both parents and children are involved in the visit which is conducted by a bilingual-bicultural home visitor. Activities include a review of the five home activities suggested by the adult teacher at the start of every week, the reading of a book with the family and the demonstration and playing of a new game or activity.

Parental Involvement/Activities

Parental Involvement is welcome and encouraged in the decisions of the Reading Even Start program as evidenced by the strong Parent Council. Two parents are selected from each class site to sit on the council which meets twice monthly to discuss and review program practices. Additional activities for the families include various field trips and picnics throughout the year and a monthly "Parent Night" conducted by a local university professor during which parents make different games and activities to use with their children in the home.

Client Information

The Reading Even Start program serves a 90 percent Latino population, 5 percent Afghani and 5 percent Anglo. Approximately 45 families are actively enrolled at any given time throughout the four sites. The number of families enrolled at an individual site depends on the number of children to be enrolled in the early childhood class. A limit of 17 children is placed on the child class size and this may be lowered depending on the ages of the children involved. Each child class has one teacher and a bilingual/bicultural instructional aide. The program employs an "open-door" policy: when one family exits, another is enrolled immediately. Each adult class averages 10 to 12 students.

In its 3 years of operation, the project has served 232 families. A NEIS Data report from June 1990 to May 1991 on a sampling of 122 families shows the family structure to be 47 percent couples, 38 percent single parent and 14 percent extended family. Fifty-seven percent of the families receive government assistance with 47 percent listing family income as between $5,000 and $10,000. The average highest grade completed for participants was ninth.

The average length of time spent in the program is 5 months with the longest being 2½ years by four families and 2 years by four others. In comparison, the average length of time spent in Adult Education classes sponsored by the Reading Area Community College is 3 months.

Five students have received their GED certificate as a result of the program. Fourteen students have exited from the program due to obtaining a job. Successes for the program, though, are best described in anecdotal terms. Both adult and early childhood teachers keep weekly anecdotal records of their students. The following vignettes were written for this testimony by their adult instructors..

1. Native country: Afghanistan, age: 24, 5 children.

Before Even Start, this student could barely speak a word of English. She could not communicate with the principal of the school, nor with any of her children's teachers. Now, 2½ years later, she can communicate quite well with the teachers and principal, the Even Start Program Director and her classmates. Her child also could not speak a word of English. Now it's a delight to hear her sing "Old MacDonald Had a Farm" (which her mother says she loves to sing around the house) and many other nursery rhymes. It's a joy to watch this mother and child participate in Parent and Child Time.

2. Native country: Puerto Rico, age: 22, 4 children.

This particular student came to Even Start to learn English 2 years ago. During these years, life has really opened up for her. Early in her first year, noticeable changes became apparent in the life skills area. She learned to dress her children

for the weather and how to keep them clean and more healthy. She also learned during the first few months, through modeling and gentle encouragement, how to sit and do some activities with her children. Perhaps the most remarkable change was the day this mother picked up a book (which she had practiced reading during the parenting/ESL lessons) during parent and child time and began reading it to her young daughter and son. She now reads books to her children and helps her older son with his homework. These are things she asked about and worked on throughout her stay in Even Start. This student also began speaking English during class and to me privately. She told me that she is so happy that she can now take her children to the health clinic all by herself and can speak to the doctor and understand him. She said she isn't afraid anymore.

3. Native country: Puerto Rico, age 22, 2 children.

This student's goal when she entered the Even Start program was to attain her GED. Although at the end of her first year she has not attained that goal, her gains in other areas are quite impressive. Through her outgoing personality, this student blossomed into a class leader, serving on the parent council and sharing her ideas and parent council information with her classmates. As a result of her involvement with the parent council, she attended the PA State Parent Awareness Conference where she spoke to the entire audience of her involvement in Even Start and the importance of being a good parent to their children. She explained that her own mother had never been around when she was growing up and as a result she had not been allowed to pursue her dream of becoming a professional dancer. Upon becoming a mother herself, she vowed to be a better mother to her own two sons. After spending time in the program, she has learned to be patient with her children, how to praise and encourage them and how to love them for themselves. I saw her concentrate on teaching her sons nursery rhymes and songs as well as a love of books and reading.

CRITICAL ISSUES

1. The parenting component is what makes Even Start different from other programs. It is also the core of the Even Start curriculum, with all the other components revolving around it. Parenting education is integrated into the Adult Basic Education and English As a Second Language classes. Parents are learning to read and speak English by reading their children's books. Parents are learning nursery rhymes and chants. Parents are learning how to play simple games with their children which will help their children learn basic skills. Parents are learning what is developmentally appropriate for the different ages of their children. The parents are practicing and utilizing their newly gained skills in their child's early childhood class during parent and child time. Parents are reading every day in the classroom to their children. They are taking these same books home and reading to their children at home. The homes are becoming enriched with educational materials. The home visitor further reinforces the parents' parenting skills through her regular visits with the parents and their children in their home.

2. Parents are becoming empowered. They are achieving goals set for themselves in their adult class. They are beginning to speak a new language. They are receiving their GED. They are getting jobs. This knowledge gained by the parents is observable not only in the academic, but also, and just as importantly, in the life skills area. Parents are becoming more involved with their children in the school setting. They are speaking with their children's teachers and attending parent/teacher conferences. They are speaking with the school principal. They are attending school functions. They are helping their older children with their homework. They are no longer afraid and distrustful of the school which was a source of failure and discouragement for many of them. They are gaining the skills necessary to function as a responsible adult in their community. They are becoming involved in community organizations. They are passing all of their newly gained values and confidence on to their children which experts have shown to be a key to children's success in school.

3. Data shows that the children in the early childhood classes are gaining. Initial data distributed from Abt Associates Inc. showed a gain in overall child achievement. We can see the gains. Even Start in many situations is the child's first experience in the school setting. The multi-sensory experiences the children are now being exposed to and the additional support the children are now receiving in the home cannot be overemphasized. Young children are now seeing, handling and "reading" books every day in their classroom. They are using language every day in every imaginable way: singing, reading, playing, listening, writing, and speaking . . . and for most of the children, they are using a new, second language. They are receiving learning opportunities which many would never have received before Even Start, and more importantly, they are now beginning to receive them in their homes also.

4. Even Start coordinates with many other service providers in the community. It does not duplicate services. For example, if a parent wants to enroll in Even Start and keep his child in Head Start, Even Start and Head Start work together to minimalize the agency issues (such as intake, form-filling, testing, et cetera) and to create a schedule which will allow for a smooth transition between the two programs. Children leave the Head Start classroom to join their parents for the parent and child class taking place in the Even Start room. If an adult wished to enroll in one of the adult basic education classes sponsored by any of the four other service providers, Even Start will provide the family with whatever services it needs to complete the family literacy cycle. Even Start cannot, and should not attempt to be all things to all people. Its mission is literacy and its unique parent and child relation is what sets it apart from other programs.

5. The Even Start program is complex to evaluate. The task of identifying all of the social and emotional factors associated with school success of traditional Anglo children is formidable in itself, but the task is magnified when measuring a minority population. We know how to measure student achievement in the schools. We need to measure English language fluency with Hispanic adults, successful parenting techniques, parent and child interactions, and parental interaction with the school and the community. The difficulty lies in the identification and availability of evaluation instruments which will track the parent and childrens' progress in these areas and effectively measure these social/emotional factors in quantitative terms. When the quantitative results from Even Start are reviewed, it is important to remember the uniqueness of this program and the outstanding qualitative successes which are continuously being observed.

The reauthorization and continued support of Even Start is vital so the full potential of this unique and valuable program can be realized. Children are our most important resource and by including parents in their educational development we are insuring their success in the future. This is the goal that is being accomplished by the Even Start Family Literacy Program.

Chairman KILDEE. Thank you very much.

Ms. Pagan.

Ms. PAGAN. My name is Maria Del Carmen Pagan. I am 33 years old and am a single mother of three children, ages 10, 8, and 5. I was born in Cayey, Puerto Rico and lived there with my parents, grandparents and brother and sister for 14 years. After that, we moved briefly to Philadelphia and then to Reading where I have lived ever since.

When I left Puerto Rico, I was in the seventh grade. When I arrived in Reading, I was placed in the 10th grade bilingual class at the high school because of my age. Even though my teacher was bilingual, it was difficult for me to understand the lessons because I had skipped two grades. I was very frustrated and quit school after 4 months. I lived with my mother until I was 18. Then I moved out to live with my boyfriend. I worked in a mushroom factory for a year until I had my first child. After that, I stayed home and had two more children. I did nothing but take care of my children.

When my oldest child entered the first grade, she started to bring papers home which I couldn't read. I always had to go to my neighbor's house to ask her to translate them for me. I decided then I had to go back to school if I was going to be able to help my children with their school work.

I began taking Spanish GED classes at Reading Area Community College two nights per week. I took classes in Spanish because I needed to get confidence and didn't think I would be able to get the GED in English. I attended the classes for two semesters and began to learn some English as well because the teacher was bilingual and spoke more English than Spanish. At this time, I learned about the Even Start Program through a friend of mine who told

me I could learn English and study for my GED at the same time. I decided to switch because I felt a real need to learn the English language and started Even Start the same day as my friend.

That was 2 years ago. My goal was to learn how to speak, read and write English. When I started the program, I really thought that it was a good program because it offered me and my family the opportunity to learn together. At that time, I had two of my three children, Jaime and Juan Karlos, in Even Start.

As I went through the program, I found that it had a lot more to offer than I had originally thought it would. For instance, the parenting classes have changed our lives in a positive way. I have learned more effective ways to teach and discipline my children. As I was going through these classes I sometimes felt guilty because I was being taught better ways to educate my children, and these were ways that I had already known but hadn't put into practice.

Before the program, I had little self-esteem. I felt I couldn't get ahead in life because of the English barrier and my lack of motivation. Now I feel great about myself because I have accomplished things that I thought I never would. My English skills have improved rapidly. I learned to use our Apple computer in the classroom. I can read story books in English to my son Juan Karlos, who's very happy about it. My parenting skills have increased greatly. I can help my children with their school work and feel secure about it.

I also recently completed a course in personal computers at the local high school. I'm presently involved in the Even Start Parent Council, the Pennsylvania State Chapter 1 Parent Advisory Committee, the Latino Parent Association, and the Family Committee of Hogar Crea.

My son Juan Karlos began Even Start with me in the summer of 1990. He had spent the previous year in Head Start. When he began school, he wasn't speaking in either language, only mamma, papa, auga. That summer he began repeating words in English that his teacher was saying and quickly began speaking in short sentences. He learned his colors, shapes and numbers and also how to use a scissors. He liked it so much, he wouldn't let me miss one day.

The following year he spent in Head Start and came back to the Even Start child class last summer. He spend all of last year in the Even Start child class in the morning and Pre-K in the afternoon. He is now speaking in both languages. When he is home, he is singing the songs and saying the nursery rhymes he learned in Even Start. Since I learned the songs and rhymes in my parenting class, I can help him and sing with him. He also asked me to read to him, sometimes the same book three or four time a day. I was not able to read to my other children because I couldn't pronounce the words, but now I can read to him.

My goal for the future is to have a career in the computer field as a computer engineer and to provide my family with the best education possible. Even Start has made it possible for me to pursue my goal. Thank you.

[The prepared statement of Maria Del Carmen Pagan follows:]

STATEMENT OF MARIA DEL PAGAN

My name is Maria Del Carmen Pagan. I am 33 years old and am a single mother of three children, ages 10, 8, and 5. I was born in Cayey, Puerto Rico and lived there with my parents, grandparents and brother and sister for 14 years. After that, we moved briefly to Philadelphia and then to Reading where I have lived ever since.

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My goal for the future is to have a career in the computer field as a computer engineer and to provide my family with the best education possible. Even Start has made it possible for me to pursue my goal.

Chairman KILDEE. Thank you very much for your testimony.

Does Juan have any statement now or do you want to respond to questions later? Why don't we ask you some questions later. I have some for you. Juan, yo puedo hablar espanol y ingles tambien.

Sharon Darling.

Mr. GOODLING. Mr. Chairman, could I say in reference to Sharon, when I think of the mother, the father, the brother, the sister, the grandparent of intergenerational literacy, of course I think of Sharon Darling. There is no one in the country that has done more to promote intergenerational literacy programs. And when I had to convince all of you that this program was worthwhile, the first person I turned to call and testify before you was Sharon Darling. So we're glad to see her back many years later.

Ms. DARLING. Thank you, Mr. Goodling. It has been a long time since 1985. I pulled out that old testimony of November 20th of 1985. So it's really wonderful to look back at the progress that's been made by thousands of families. And you just heard testimony that you could hear in any community in this Nation as a result of Even Start. So I thank you all for your commitment to it.

And Mr. Goodling, it couldn't have happened without you, not just the vision but keeping that vision paramount in everybody's mind and moving people along in that direction. He doesn't let them rest. Nobody becomes complacent. Nobody rests on their past accomplishments. There's always another thorn saying, "Come on, you can do better. We can do more for families and for Even Start."

I also want to add my statement about our first lady, Mrs. Bush, because it's difficult for me to even think about literacy without thinking of her efforts and what she's done to instill that as a value in American families throughout our Nation and her determination to see literacy and families linked together in family literacy programs.

So I thank you and appreciate the opportunity to be here. I don't want to spend a great deal of time talking about "Why family literacy?" and "Why Even Start?" I think I would certainly be preaching to the choir. I hear no dissenters among you. Everyone is very convinced that this is the way that we need to go to solve the problems of education.

I would like to say that at the National Center for Family Literacy we are a private nonprofit organization. We're located in Louisville, Kentucky. Our sole mission is family literacy, promoting family literacy throughout the Nation through advocacy and policy development, working with States, through training and technical assistance.

We've trained over 3,000 teachers, many of them Even Start teachers. We've worked with State legislators. We work with governors trying to help them see a different way to look at education, a different way of doing business, if you will, help teachers become family literacy educators, not just adult literacy educators or early childhood educators.

So I would like to just tell you briefly about some of the things that I think we've learned as we've worked with Even Start programs around the country and then what some of our recommendations might be for the future of Even Start. Again, I would echo what some of the other experts have said here today and that is

that it's a difficult program to implement. It makes all the sense in the world. We know it works. But it's a very difficult program because we're combining agencies and resources and teachers that don't traditionally work together.

So what we've learned about Even Start is that the programs are different in every community in this Nation, as they should be, because they're tailor-made to the needs of that community and to the needs of the family of that community. They do have key components that must be in place: adult literacy instruction, early childhood instruction, parent instruction, time for parents and children to work together so that we can break that cycle of illiteracy. But they are, in fact, different in every community. And I commend the Even Start legislation for allowing for those differences and encouraging model development.

We've learned that collaborations are key to Even Start, not just the collaborations that take place because of resources, but the collaborations that take place because of services. For many of the families in Even Start they're starting on the first rung of that ladder out of poverty and illiteracy. It's a long climb and they need many support services in addition to literacy instruction and parenting instruction. So the collaborations are taking place.

I like to think of Even Start money as being flexible enough to be the glue money that can hold together all the services that need to take place to insure literacy in the future, as well as literacy for today. I think the collaborations are key from the top level all the way down to the bottom. And that bottom collaboration, the most important collaboration, is the collaboration of the parent and the child learning together.

Even Start has been the catalyst to start collaborations on a different level. Private sector money has come into cities throughout this Nation. Toyota Motor Corporation has given $3 million to cities throughout this Nation. But it couldn't have happened without the base of Even Start in place because all of them, without exception, are building on Even Start programs and Even Start funding.

I think the other thing that we've learned is that it must be an integrated approach to education, that we simply cannot just have side-by-side programs of adult literacy, early childhood education, parent education, but that the integration of those and carrying that over into the home is the difficult task that we face, that it's not just business as usual. And that requires training and technical assistance. I think, in all efforts, collaboration and the integration of parts and the differences in programs all require training because we're talking about a new way of thinking about education.

Some of the other things that we've learned is that we've learned that the program must be intensive. So I would say to you that this is not a cheap, quick fix, that we must be in for the long haul, that we cannot just do with an approach that says, "We'll teach parents to read to children and give them a book." We're talking about systemic change. We're talking about changes that parents make and the values and the attitudes about education. We're talking about transmitting messages in the home that are the same messages transmitted in the schools. We're talking about long-term change that doesn't happen overnight.

And I guess on the side of literacy I would like to say the other thing that I think we've learned is that this has to be an equal partnership. One of my big concerns when I testified earlier on about Even Start when it was just a concept, not a full-blown program, one of my concerns was that if it goes into the Chapter 1 here on the Federal level what will that do to the adult education part of this program.

I've spent my life in adult education. I started 23 years ago teaching people to read. And I've been committed to their cause ever since and helping our most disadvantaged parents, our most disadvantaged workers in the Nation.

But I think I've been very pleased with the commitment of the Department of Education's staff with Secretary MacDonald, with Mary Jean LeTendre, people who understand the vision. But I think it's very challenging to us, as Even Start moves to the States, to continue to keep the adult education portion of this because it must be an equal partnership. We're not talking about parents as we've talked about parents in the past. We're not talking about parents as instruments to fix their children. We're not talking about we need parents because we're going to have children who do better in school.

We're also talking about helping parents reach their job skill goals, helping parents become employed, helping parents themselves feel better about their own ability to learn. Because in doing that, that's when we're also going affect the child. But we must always keep the literacy needs and employment needs of the parents paramount in the program for Even Start. And that's been a challenge for us.

I think the other thing that we've learned in long-term terms—and we have some information that's not all on Even Start programs but it's all on programs of family literacy, intensive models of family literacy programs that we work with throughout the Nation. Our indications are that Even Start is working in the long term because for a program like Even Start we can't really say it's successful until the next generation because its goal is to break the cycle of illiteracy.

We have found that in a study of 200 families in 5 States that include many, many Even Start programs that the adult education portion of the program is far more effective than anything we've ever done in adult education. The adults are retained in the classes more than they have ever been before in adult education programs. And obviously, adults can't achieve their goals or learn if they're not retained in the programs.

We think this is happening for a variety of reasons. One is because of the intensity. The other is because of the support services. But more importantly, it's that child in the morning saying to mom or dad, "Get up, this is the day we go to school. Let's go to school together." That's an important message.

We found that of the children who were in these programs only 25 percent of them who are now in the fourth grade, third grade, second grade, and first grade—these are children who were 3 and 4 when they enrolled in the program—only 25 percent of them now needed Chapter 1 services. So the money that we could save on re-

mediation that needs to take place for children who don't have this opportunity can fund Even Start programs.

Ninety percent of the children who participated in the program were not considered at-risk for school failure by their current elementary teachers. And we know that elementary teachers are a very good judge of how effective their children will be in achievement and attendance.

We know that of the children who enrolled in this program we would expect, statistically, 50 percent of them would be in the bottom 25th percentile, and yet we know 90 percent of them are rated as successful now. None of the children had been retained in grade, and the incidence of placement in special education was extremely low. I think that's significant when we talk about resources and investment for literacy for children.

The teachers consistently rated the parents as being supportive of their children's education. Over 50 percent, 54 percent as a matter of fact, of the parents of the children now who attended when their children were 3 or 4—now their children are in fourth, third, second, and first grade—54 percent of those parents are volunteering in the schools. And we know the significance of that in the outcomes for their children.

So in the short run, we know that Even Start is being successful. We're facing challenges in implementation that requires training. I think if I were making the recommendations for Even Start it would be that we continue to expand Even Start and use Even Start as glue money, that we not talk about needing all new money but we need glue money. And the flexibility in Even Start allows us to do that because we can attach it on to JTPA, Head Start, adult literacy, the welfare jobs program. And so the glue money that happens with Even Start is significant in moving us ahead.

I would encourage the States, as it goes to the States, to use Even Start as a base and not as a single strategy, not just putting in five demonstration sites but how can we take Even Start and demonstrate what could become a statewide strategy. So to think of Even Start in a much broader term than just implementing five or six demonstration sites.

I think that as it moves to the States that in some cases the adult education component will be weak and we'll need to shore that up. And in all cases, the Chapter 1 directors, the early childhood people, the adult literacy people are going to need help in planning for their statewide implementation of Even Start. Again, we're talking training and technical assistance, which I think is key.

I would encourage you to ask the right questions. If Even Start goes to the States, if Even Start is not being as effective in the States I would encourage you to take bold steps—which I know you will, Mr. Goodling—to insure that it happens in the way that it was designed to happen. And if not, move it back to a Federal grant program, because I think it will succeed if we all ask the right questions and monitor it closely enough.

Lastly, I think that the key to making Even Start work or any family literacy programs work is training and technical assistance. We need training for the staff. We need planning for the administrators.

We, every year, train about 5,000 teachers now at the National Center for Family Literacy. We believe it takes a week of intensive training on the front end in order to prepare people to think about their role in a different way. Educators tend to go back to what they know. This is a whole new paradigm, if you will, a paradigm shift for educators as well as policymakers and planners as they start looking at collaborating with other agencies.

So I would encourage you to look hard at putting resources mandated for training in technical assistance for Even Start. Thank you.

[The prepared statement of Sharon Darling follows:]

STATEMENT OF SHARON DARLING, PRESIDENT, THE NATIONAL CENTER FOR FAMILY LITERACY, LOUISVILLE, KENTUCKY

Mr. Chairman and members of the subcommittee. Thank you for the opportunity to appear before you today and thank you for your continued support for the Even Start Program. The Even Start program has reached thousands of families and has been critical to the development of programs throughout the Nation that attack the cyclical nature of the problem of illiteracy. I am grateful that you had the foresight and vision to develop and expand a comprehensive literacy program for families, and hope that you will continue to see the need to spread this successful innovation. Your vision, the tireless efforts of First Lady Barbara Bush in promoting literacy, and the commitment of Congressman Goodling have helped the Nation embrace the concept of family literacy and ensure that the intergenerational approach of Even Start is constantly communicated and demonstrated to the Nation.

In preparing my comments today, I recalled appearing before the Committee on Education and Labor on November 20, 1985, when that committee was holding hearings on the bill that had been drafted and introduced to implement the Federal Even Start program. At that time, Even Start was a bold and creative *idea* that provided a new family centered program which combined adult literacy, parent education and early childhood education. Today that idea is a reality which has proven its worth in programs around the country. As the bill's sponsors hoped, the Even Start legislation has provided strong support for the development and growth of family literacy programs over the last 6½ years. In that short time period, we have seen tremendous progress made in addressing the needs of the most "at risk" families in our Nation, through a family centered educational approach. The Even Start program has been the lighthouse for the family literacy movement that has developed in our country—a movement that is built on the idea of addressing the educational needs of the most "at risk" families in our Nation by meeting the educational needs of the parents as well as the developmental needs of their young children. Even Start has been the base of funding on which many other public and private collaborations have formed. The $3 million grant from the Toyota Motor Corporation builds on the base of several Even Start programs in major cities, and the additional State funding in some States expands on the promising practices of Even Start.

Even Start works because it is a comprehensive strategy which attempts to get at the root of school failure and undereducation. Even Start recognizes that we cannot expect school reform alone to solve a problem which begins in the home. Even Start programs build partnerships within families so that members reinforce and encourage each other's learning, expanding on the efforts of teachers and schools.

Even Start works because it holds the key to two frustrating educational problems which have stubbornly resisted recent reform efforts. Most observers agree that these problem areas are critical for America's future. First, we know that too many American adults are unable to cope with the increased level of literacy skills demanded by our rapidly changing world. We must get serious about the critical needs of undereducated adults. Despite media attention, the proliferation of volunteer-based programs and the expansion of adult education programs, our current efforts reach too few and succeed with only some who participate. We need to increase both the quantity and the quality of those efforts. But, at the same time we increase our focus on adult needs, we must also address the issue of prevention to be sure that every child is a success and that we don't have a crisis with adult literacy in the future. We simply must do a better job of educating our children if we want to eliminate the need for adult programs for the *next* generation, and we cannot educate our children without acknowledging the critical role of the parent or caregiver.

Even Start programs are working because they recognize that these two groups—undereducated adults and educationally "at risk" children—interlock, and are bound so tightly together that excellence in public school education is an empty dream for youth who go home each afternoon to families where literacy is neither practiced nor valued. Even Start programs are offering these children a chance to "start even" with their more advantaged classmates.

We know that their classmates from educated families are exposed to print at an early age. Their parents read to them, encourage their early "reading" and scribble "writing," develop their language skills through conversation and their thinking skills through questioning. And, through their own reading and attention to their children's school activities, these parents demonstrate that they value learning. All this happens naturally.

But "at risk" children most often come from disadvantaged homes where family members are most often undereducated, and they do *not* acquire the pre-literacy skills developed by more fortunate children. As a result, they begin their schooling behind, and many never catch up.

The Federal Even Start program is different than our other efforts at reform and remediation which have failed to get to the heart of the problem. A recent article in the *Louisville Courier-Journal* on implementing the Kentucky School Reform Act of 1990 contained an anecdote told by the director of the Seattle Children's Trust Foundation which illustrates eloquently the fallacy in trying to solve the Nation's education problems by confining reforms to the K-12-education system. As the director told it:

"Cornish communities used to determine a person's sanity by confronting him with three elements: a spigot, a bucket, and a ladle. As water flowed from the spigot into the bucket, he was instructed to keep the water from overflowing. No matter how tenaciously and effectively he ladled water from the bucket—keeping it from overflowing—he was judged insane if he failed to turn off the spigot." By that standard, we behave in a crazy way, picking up the pieces of damaged children rather than curbing the supply. Even Start is designed to curb the supply.

Too often, the K-12 education system has been unable to turn off the spigot because they have been unable to address the needs of the family and the community in which it functions. Even Start does just that. Long before American schools assumed the responsibility for educating our children, we acknowledged a simple truth; the home is the child's first classroom and the parent is the child's first teacher. The attitudes of parents convey a critical message to their children about schooling, the work and joy of learning, and the connection between education and quality of life. However, in millions of American families, parents lack functional literacy skills. Often they cannot provide the guidance and encouragement their young children need to develop and maintain an interest in education. Developmentally disadvantaged, many of these children arrive at school as much as 2 years behind their peers; a handicap few will overcome. In fact, 35 percent of the Nation's children are not prepared to enter school at the time they first enroll.

The link between undereducated parents and the potential failure of their children in school is well documented. Many parents see academic failure as all but inevitable for their children—just as their parents did before them. The messages communicated in these undereducated families often reflect the parents' own low self-esteem and limited expectations. Adults who lack basic skills need special assistance to break out of the cycle of undereducation and poverty. They also need assistance in providing the support and encouragement necessary for their children to succeed in school. Even Start programs provide this support.

This point of the influence of parents on children's learning may best be illustrated by a response I received to an article recently published in *Parade Magazine* which described a family literacy program similar to many of those funded by the Even Start Program. Daniel Casas wrote, "This is the first letter I wrote in my 35 years with no help . . . I just started to read 3 years ago. My boy Daniel is 2½ years old, and Michael is 10 years, and Paul is 7 years. When my son started school, he was in the first grade. He came home and said, 'Dad, I need help on some homework.' But I was not able to help him. He came back for help. That's when I started to know that I was learning to read to help my sons to. It does work."

Mr. Casas' spelling is not very good, and he still lacks the skill to express all his thoughts in writing, so I made a few changes before reading it aloud. But of course, I couldn't have made these changes if I hadn't clearly understood his words *and* the feelings behind them. I got the message, and I'm sure you did too. He spoke from the heart, and in this, his first letter, he spoke for thousands of undereducated parents in America—parents who care about their children, who want a better life for themselves, and want their children to do well in school. They care about their chil-

dren's future as parents naturally do; but they need help with their own educational needs, and their children need some special assistance too so they can start school with an even chance of success. Even Start is providing that assistance and can do much, much more with increased funding.

The reason I feel so confident about Even Start's potential is because we at the National Center for Family Literacy have worked with Even Start programs nationwide, and we've seen impressive results.

We have provided training to over 3,000 educators seeking to implement a family literacy program. Many of these were Even Start grantees. We provided training to teachers and administrators from all 50 States. We have worked with 10 States in planning for a statewide implementation strategy. We have provided assistance to programs that enroll African-Americans, Hispanics, Native Americans, Eastern Europeans, Asians, immigrants, and Caucasians. Based upon our experience and the research and evaluation we have done, I can speak with confidence about the effectiveness of Family Literacy and the necessity for the expansion of Even Start. This is what we have learned.

We've learned that programs do not all look alike. Goals, target groups, and types of intervention differ markedly, as they should, to meet the needs of communities. We have also learned that the major components which should be a part of an Even Start program can produce powerful results. The model on which we have the most research information at the National Center for Family Literacy is the one that is often used by Even Start programs. That model includes four major components: literacy instruction for parents, literacy or pre-literacy instruction for young children, parenting skills, and a time for parents and children to learn together. While adults study to improve academic and life skills, children are close by learning in a quality preschool program. Parents spend time each day interacting with their children in a play/learning experience. And finally, parents find support and help in coping with the critical issues in their lives in a separate "Parent Time."

Other programs offer less intensive participation involving "literacy enrichment" events, but all Even Start programs must address the literacy needs of both generations. Whatever or wherever the service is provided, all programs share the goal of creating or enhancing support for learning in the home.

Programs are difficult to compare and evaluate. But, in general, effective programs target community needs and work with existing services to complement without competing and to maximize the services offered. Successful programs "fit" well within the ethnic and cultural make-up of the community, seek to assist parents, not supplant them, and focus on family strengths rather than deficiencies.

But for maximum impact, we have learned that because the cycle of undereducation is a powerful phenomenon, it requires a powerful intervention. We, at the National Center for Family Literacy, have found that the critical characteristic of successful programs is the intensity of participation. Direct instruction and high frequency/extended duration programs effect positive and enduring change for both generations. Even Start must remain a program that allows for systemic change over time and resists the temptation to simply "serve" more people. Even Start should not be evaluated on "numbers served" or it will fall into the same trap as previous attempts to solve the Nation's most persistent educational problems.

Preliminary research indicates that intensive program models, like the Kenan Trust Family Literacy Program and other Even Start models, which provide instruction for parents and children as well as interactive parent and child activities, are succeeding with both generations. Recent studies of participants of Kenan Model programs show the impact on both generations.

In the adult education component, student retention, a perennial problem, is improved in these programs. Almost half of the parents in these studies had dropped out of other adult education programs in the past, but they are staying in family literacy programs. They persisted in their studies this time for a variety of reasons. They told us that teachers focused instruction on individual goals and demonstrated a caring, respectful attitude toward the students as persons. And, perhaps most significant, parents reported a sense of "family" developed within groups, and learners supported each other in both academic and personal areas. Many parents said they had never before had such a support group. Another extremely telling factor in adult retention was the urging of children; many parents reported their young children loved the family literacy program so much that they would not allow the parent to miss day.

We also learned that parental attitudes about education remained positive in later years. The current teachers of the children whose parents had participated in past family literacy programs consistently reported that parents were supportive of their children's education. In fact, in studies of parents 1-3 years after they attend-

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ed family literacy programs, well over half were serving as volunteers in their children's schools. We would predict that this percentage would be closer to 5 percent without family literacy.

As for the children, this group which, statistically, would be predicted to perform well below grade level, is instead succeeding by a variety of measures. Only 25 percent of the children who completed the family literacy program subsequently received Chapter I or special education services in elementary school. Their attendance was above average, and their teachers rated 90 percent of these children motivated to learn and not "at risk" of school failure. This is important because kindergarten teachers' predictions in this regard are highly accurate. Finally, none of the children who participated in the family literacy programs had been retained in grade in elementary school. This is significant because statistics predict that 50 percent of these youngsters would be in the bottom 25 percent of their class in achievement and grades, and would very likely be retained at least once before fourth grade.

Of course, the programs are still "young" and findings must be regarded as preliminary, but they do provide evidence that teachers', students', and administrators' subjective assessments of program outcomes are being substantiated over time. Family literacy is creating two generations of lifelong learners.

Family literacy, as it is known in Even Start, is not a panacea, nor is it a quick and easy "fix." Complex, deeply rooted problems are not quickly or easily solved. But family literacy is an important part of the solution, and Even Start is the vehicle to ensure family literacy programming in each State. This powerful intervention holds great promise for breaking the intergenerational cycle of undereducation and fulfilling America's broadest educational aims.

So, a very promising beginning! *But we are not even half way home.* Much remains to be done for families if we are to ensure that every parent and child has literacy skills for today and for the future. We have a lot more work and a lot more learning still to do. Most of all, we need to develop better strategies. We need to develop strategies for:

Maximizing resources that put the current funding streams together to form an invisible system for the literacy needs of all family members; and

We need better strategies for reaching the families most in need—those at the bottom end of the literacy continuum. Those parents who have given up who need to have the rung of the ladder lowered to enable them to start that long climb out of poverty.

We need better techniques to build the literacy skills of parents and children, and to encourage the intergenerational transfer of learning from parent to child.

Lastly, we need to develop better strategies to build community support for programs and local collaborations which enhance and extend services to families.

Programs all over the country have made a fine beginning and we have learned many lessons, but we need to expand our efforts so we can devise better strategies and extend our reach to more families in need. We know family literacy programs are working, and we need to keep them going and growing through Even Start.

In order to build on our great beginning in Even Start I see two distinct needs.

First, we must continue the systematic growth and expansion of the Even Start Program. States must be encouraged to use Even Start as demonstration projects and supplemental funding to pull together other sources of funding such as Head Start, Chapter I, Adult Education, JOBS, and JTPA. Even Start should be used by States as a lighthouse program that takes a comprehensive, integrated approach to meeting the needs of our most "at risk" families, and make Even Start the model for collaboration that can be applied to many of the pervasive problems plaguing our communities.

Secondly, Even Start must develop a program for training and technical assistance provided by the agencies and organizations that have experience in family literacy and are in a position to take advantage of what we have learned in the last 5 years. We know, for instance, that we must emphasize the importance of meeting the educational needs of the parents as well as the developmental needs of their young children. We know that we need to use proven models and develop delivery systems that take a comprehensive approach, integrating the services of many agencies which serve the target population. But we also know that in order to achieve this, many educators and policymakers need to change the way they think and do business. They need to broaden their perspectives, reinterpret their policies, and learn to work together with others from different disciplines and with different missions. This kind of change—in some cases a real paradigm shift—will require a program of staff development and technical assistance. We have a growing base of knowledge and experience in family literacy that can be utilized in providing this

program of training and technical assistance. I would recommend that training and planning assistance for Even Start program administrators and teachers be viewed as critical to success and more resources be directed to this effort.

Making these changes will cost money, but if we take the long view, we can see that family literacy programs and program support expenditures represent investments, not expenses. These programs represent investments in America's families—investments that will produce returns to more than justify our commitment of funds and time. If we spend now on Even Start, we spend less later on remedial programs for public schoolchildren, job training basic skills programs for youth, welfare, food stamps, and a host of other services which undereducated, impoverished children and adults require. If we spend ndw, we create two generations of lifelong learners.

As evidence, let me tell you the story of Benita Ennis, a young graduate of a family literacy program in Louisville, Kentucky. Some of you may have read Benita's story in a recent issue of *PARADE Magazine* which featured family literacy programs.

Benita is a 31-year-old mother of six. "I left school at 14" she told me. "It was the biggest mistake of my life." Three years ago, Ennis decided to make some changes in her life. "I decided it was time to get off welfare," she said. She enrolled in the Family Literacy program with her youngest daughter and stuck with it. She kept up with her studies, getting her GED and her first job in 1989.

"The first time that welfare check wasn't in the mailbox, the kids came to me," she said. "They were worried. I told them there weren't going to be any more checks in the mailbox."

Ennis' daughter Patricia, who went through the program with her, is now entering second grade, and Ennis said that Family Literacy has been a powerful force in her daughter's life. "She's doing really well in school," Ennis noted. "The teachers say they can see the difference between her and the other kids." Ennis' older children also are staying in school—and talking about college. They now have a resource they never had before: a mother who can help inspire them with her own achievements and help them with their homework. And Benita Ennis is even planning on going to college herself. "If you knew me 3 years ago, you wouldn't recognize me today," she said. "I've changed that much."

The self-confidence—as well as the reading and math skills Ennis learned—have improved her prospects in life. She is laying the groundwork for her future by working 55 hours a week at two jobs. Part of the time, she is a teacher's aide in the Louisville schools, working in the Family Literacy program. Then she goes to her job as a cashier in a supermarket in an affluent section of Louisville.

"I'm friends with my customers," she said. "They talk to me. People ask if I get jealous or angry when, for instance, a woman tells me that she just took a trip to France. I don't. It just gives me something to work for. It reminds me that I have to work harder to reach my goals."

Just as Benita is working toward her goals, we must remain dedicated to our goals—breaking the cycle of undereducation and poverty which plagues so many American families, limiting their futures and stunting the growth of the Nation. Fortunately, we've made a grand start toward accomplishing that goal, through the Federal Even Start program. We must now do what we know we need to do and expand the Even Start program.

Chairman KILDEE. Thank you very much. I want to thank you, too, for your close work with Mr. Goodling through the years to bring this legislation where we are today.

The thought just occurred to me, Bill, the majority very rarely names a bill after a minority member. But maybe during the next reauthorization of this bill we should call this the William F. Goodling Even Start bill. I think you've earned that.

Ms. DARLING. Hear, hear.

Chairman KILDEE. Certainly you've earned that because I can recall when you were the voice crying in the wilderness on this, and your voice was heard.

I'm going to ask one question of Juan, just one question. What do you enjoy doing at school most, Juan?

Mr. DIAZ. Reading.

Chairman KILDEE. Reading, very good. That's about the best answer you could give, very good.

[Laughter.]

Chairman KILDEE. That answer, you know, is going to be printed in what we call the Archives—that's a fancy word—the Archives of the United States. It's going to be printed, and copies of those Archives are kept in the Library of Congress. And when you're a grown person someone will read that Juan Karlos Diaz testified before this committee and thought reading was very, very important; he enjoyed it. We'll try to send you a copy of that so you can have that for your own archives, all of you here.

Let me ask another question of Mr. Coble. You must have some challenges you face when you try to get parents, many of whom may have some esteem problems, to come into the program. How do you work with that?

Mr. COBLE. Basically, trying to work through existing staff of maybe the same ethnic population who have had success, parent-to-parent working together, also with trained staff that I think are skilled in motivational techniques that have basically social worker backgrounds that can work hand-in-hand with those folks to help do that.

Chairman KILDEE. Working with people who have had similar situations.

Mr. COBLE. And have had success and can share that success with them, encouraging them to come away from that hesitancy background and come forward and attend classes.

Chairman KILDEE. Since you deal a great deal with migrants, how do you keep parents involved, since they're very mobile, when they come back the next time?

Mr. COBLE. We have over a 50-percent return. Many of our workers like the area that they're working in and return each year to the same grower or the same employer. And therefore, that does give us an excellent background.

We also utilize the migrant student record transfer system of successes that they've had in other areas, any information that we have on the children to build upon that.

Chairman KILDEE. Okay, you do use that, that's very interesting.

Mr. COBLE. Yes.

Chairman KILDEE. At this moment, I'll turn to Mr. Goodling and I'll come back for some questions.

Mr. GOODLING. I'm not sure I have any questions, but I would say both to Parker and Barbara there's a hot line to this committee and if things aren't working the way we think they should be working because it has been turned over to the State, we would hope you would use that hot line very quickly because, as I said, we don't want the retrogression.

We want progression. And we know we're just scraping the surface at the present time. We want to expand. And we really want to help parents become that first teacher and successfully do that job.

So I would merely encourage you to get in touch with us quickly if it appears that it's going to be the same old thing, you know, stuck in adult literacy or stuck in preschool and nobody pays any attention to what the other is doing and no cooperation with all the agencies that are out there, everybody doing their own thing.

That costs a lot of money but it really doesn't have very many success stories to report. So let us know right away.

And that word "reading" may have been the most important testimony that we heard all morning. That couldn't have been a better answer to any question I think we've ever asked. So Juan, I'm giving you the "Star of the Show Award" for this morning.

And to Maria, we thank you. We're happy that you have come forth and tell us what is good. And if you ever have some ideas that would help to improve the program, we would ask you to do that.

Of course, I don't have to say there isn't anybody more articulate as just heard than Sharon on this issue. And we know that she'll be bird-dogging all these States as she's training her personnel and as she's snooping about checking to make sure things are going well. And we appreciate your interest.

I do want to thank Dr. Hartman, who is in the audience, and Jo Marie St. Martin. Before Lynn left my personal staff and came to this staff, Dr. Hartman and Jo Marie were very active in helping to put this together.

And someone else that I really should tip my hat to who isn't here but we'll make sure she gets a copy, Pat Yule was my early childhood person in Spring Grove Area School District many, many years ago. And I told her at that time, "Let's do something different with that ESEA won money that they send out there. Let's really make a difference with it." And I told her some of my concerns about there has to be a way to break this cycle of illiteracy. So she was very helpful in promoting it.

As I've said many times, the thing I worried about most of all was the minute I left, the program would probably stop because certain school board members were always saying that their children can't participate. And I said, "Of course not. Your children don't have to participate. They don't need to participate." But sure enough, it wasn't long after I was gone that it disappeared.

And then, of course, I want to thank my Chairman, not only this Chairman but Chairman Hawkins when he was here and Chairman Ford and Brother Hayes and all of those people because, of course, the minority side can come up with all sorts of things but if the majority doesn't join forces nothing is going to happen in the Congress of the United States. And I appreciate all of the help that they gave.

And I hope that their districts are benefiting or will benefit from the program because the whole idea is not who gets credit but let's really help parents become that important teacher and let's break the cycle of illiteracy. We can't go on if we have 25 million illiterate adults in this country. We're not going to be successful. We can't meet the challenges that are out there.

So we appreciate all your efforts because, again, all of us can do these things, but if you don't make them work, then we don't look very good. We want to look good, so we appreciate your effort. Thank you.

Chairman KILDEE. Thank you, Mr. Goodling.

Mr. Hayes.

Mr. HAYES. Thank you, Mr. Chairman. Just let me commend you for scheduling this hearing and pushing this piece of legislation.

And I must commend my colleague, Congressman Goodling. I hate to leave him. I hate to leave you, too. I hate to leave this Committee of Education and Labor but the voters decided differently so I have to accept it. Well, I'll continue to work on education because, as both our Chairman and Mr. Goodling have said, education is key to all facets of our human life.

I notice that young man is a southpaw there. He may wind up slinging the baseball at some point. But even if he does that, he has to have that education.

I've had the chance to travel in other countries with Congressman Goodling, making some comparisons between the systems of other countries and here. We have lots of room for improvement in our educational system. Mr. Goodling and Mr. Kildee have been persistent in pursuing efforts to improve our educational system.

I was a little bit curious and I have one question I want to raise with the great mother of Juan there. He's real disciplined, too. A kid 6 years old, to keep him sitting that still that long is not easy.

Ms. PAGAN. He's 5.

Mr. HAYES. He's only 5?

[Laughter.]

Mr. HAYES. I wanted to raise a question about the other two kids you have, one 8 and one 10, I think. What improvements have you seen in their progress? Given your participation in Even Start, has this really impacted on them in such a way that they feel it's a real improvement too? Are they going to school and learning English?

Ms. PAGAN. Yes.

Mr. HAYES. And how are they doing in school, upward bound?

Ms. PAGAN. They're great in school. I don't have a problem with them in school. They learn a lot. They speak both languages.

Mr. HAYES. Good, good. In my background as a labor leader, I had the opportunity to make many visits to the Island of Puerto Rico. And I found myself at somewhat of a disadvantage not being able to communicate with people we were trying to bring into our union who worked in the sugar and some who worked making Don Q rum, which I wish some people hadn't got acquainted with. But I was lost, myself, on occasions, trying to make a speech and I would get lost from my interpreter. So I just want to say to you that it's remarkable the kind of progress that you've made. It's given you greater hope for the future, is that right?

Ms. PAGAN. Mm-hmm.

Mr. HAYES. You mentioned something about being a computer engineer, is that right?

Ms. PAGAN. Yes, that's what I want to be.

Mr. HAYES. There's big money involved there.

Ms. PAGAN. Thanks to the Even Start Program, I can get there.

Mr. HAYES. All right, you can. Just keep you eyes on the prize. You'll be able to make it. Thank you very much.

Chairman KILDEE. Thank you, Mr. Hayes.

I want to thank the panel, which really is a good cross section, people that really see the program working and been involved in the program and believe in it. Congress cannot live in isolation. We need people like yourself to keep us informed.

And as we're going through this transition from Federal to State we can have formal hearings like this to determine whether that's working well, whether we want to modify it some, and we can have the informal contacts. Most of you know Bill personally. And I'm the Chairman of the committee, he's the ranking minority member, just feel free to pick up the phone or drop us a line so we can be of help.

One thought occurred to me. I think I may send a copy of Juan's testimony to some of the executive branches of government to show how you can briefly respond to questions.

[Laughter.]

Chairman KILDEE. They might learn something from that. Juan, I really appreciate your response very much, Juan. You're a fine young boy and I wish you well. You've got a great start and we appreciate your testimony especially, Juan.

Unless there is some other statement, we will keep the record open for two additional weeks for inclusion of any additional testimony. And with that, we will stand adjourned.

[Whereupon, at 11:55 a.m., the subcommittee was adjourned, pursuant to the call of the Chair.]

ADRIANA SALINAS SIMMONS, COORDINATOR
CALIFORNIA MIGRANT EVEN START PROGRAM

PROJECT ABSTRACT

California MEES Project
Migrant Education Even Start)
A Home/School Family Centered Education Program

The California MEES (Migrant Education Even Start) Project is a statewide home/school based, family-centered education model which, in coordination with school districts and other agencies, assists migratory parents to increase their literacy and parenting skills, so that they in turn can prepare their children (0 to 7 years of age) to become successful learners. The California MEES Project has established 14 project sites within 6 Migrant Education Regions throughout the state, forming a network of coordinated services which result in a multi-agency service delivery system that benefits migratory parents and their children.

The major thrust of services in the California MEES Project is that of providing literacy, parenting and English as a Second Language skills to migratory parents, and, early childhood development and kindergarten readiness skills to their children (0 to 7 years of age).

BACKGROUND

The California Migrant Even Start Project is in its first year of funding. For the fiscal year 1991-92, we received a grant in the amount of $178,277. Since the need for parent education and pre-school services is so great, we in California Migrant Education Even Start, decided to implement the MEES Project with a very strong inter-agency approach in order to maximize the use of the grant monies we received. This approach has been highly successful allowing us to implement 14 project sites instead of the original plan of establishing 6 sites, and to exceed our projected numbers of participating families by 160%

AREAS SERVED BY THE CALIFORNIA MEES PROJECT

Yolo County	Davis, Woodland and Esparto
Fresno County	Parlier
Kern County	Wasco
Imperial County	El Centro, Westmoreland, Calexico Calipatria and Holtville
Riverside County	Blythe
San Luis Obispo County	Oceano, Nipomo and Arroyo Grande

Please see attached individual project descriptions prepared by local MEES Coordinators.

NUMBER OF PARTICIPANTS

The California MEES Project is currently serving a total of 285 migratory families represented by 540 parents and 525 children ages 0 to 7.

SERVICES PROVIDED

Services provided to migratory parents in school-based projects include: English as a Second Language, Literacy and Parenting Skills. Most of these services are being provided by Adult Education Programs and the Literacy Council. In conjunction with school-based parent classes, children (ages 0 to 7) receive Early Childhood Education services provided by teachers and aides subsidized with Migrant Even Start funds.

In home-based projects, migratory parents and their children receive parenting skills and Early Childhood Education services. A major emphasis is given to preparing children to enter kindergarten focusing in academic and social skills. All efforts are made to hire staff not only

with a strong background in Early Childhood, but also knowledgeable about the language and cultural background of the target families.

PROGRAM SUPPORT

The California MEES Project enjoys the support of the Migrant Education Regions and school districts who participate in the Project. Please see attached letters of support.

RECOMMENDATIONS

We, in California Migrant Education Even Start, strongly support the continuation and increased development of the Even Start Program. We have found it to be a cost effective program model due to its inter-agency coordination component, which will have the following long-term benefits:

1) The education of migratory parents, who for the most part are poorly literate in both English and their native language, that will enable them to incorporate themselves in the mainstream of American society culturally and linguistically, and increase their skills for better employment opportunities.

2) The preparation of migratory pre-school age children for entering kindergarten, thus enabling them to succeed in school breaking the cycle of poverty, dropping out of school, school, under-employment or unemployment, etc.

3) The empowerment and involvement of migratory families in the education system. Often, when we speak to migratory parents about the importance of education, we are telling them to value something that they have not experienced. The Even Start Program, by offering educational opportunities to both parents and children, makes the concept of learning and education, a reality for migratory parents when they begin to begin to experience the benefits of learning.

3

YOLO COUNTY MIGRANT EVEN START

The Migrant Even Start Program in Yolo County is being implemented in three districts - Woodland, Esparto, Davis.

The core curriculum being used is "First Teacher", a program designed in New York state for migrant families. The focus of this program is the once-a-week home visit by a home educator who teaches the parent activities that are easily implemented and appropriate for preschoolers.

Three part-time Migrant Services Aides have been hired to deliver the services and have been trained and are supervised by a ECE Resource Teacher for Migrant Education. In addition, two regular MSA's are dedicating part of their work week to working with the program in Woodland.

Each district is slightly different in the delivery mode as outlined below:

DAVIS

In Davis one 15 hours a week MSA visits 12 families each week, and works primarily with the "First Teacher" curriculum

ESPARTO

In Esparto we began with the home base model in December but switched to delivering services in conjunction with the Adult Ed. ESL classes in February. The MSA works with the children while their parents atten the ESL class.

WOODLAND

In Woodland two regular employees of Migrant Education work two days each in the home-base program. In addition one part-time Aide was hired who works approximately 10 hours a week in the home-base program. A total of 22 families are being served in Woodland.

In all three areas, the MSA's in addition to teaching preschool activities to parents also teach parenting skills, provide referrals to community resources, and general orientation to school expectations and requirements.

Dr. Peter G. Mehas
Superintendent
Andrew Roberts
Administrator

Fresno County Office
of Education

FRESNO COUNTY OFFICE OF EDUCATION
MIGRANT EDUCATION
REGION IV
Migrant Education Even Start
(MEES Project)

Dr. Oscar Loya, Director — Bernice Hostetter, Coordinator

Location: Parlier Migrant Child Care Center
8800 So. Academy
Parlier, CA 93748

Dates of Project: October 1, 1991 - March 31, 1992
(Migrant Day Care: April 1, 1992 - September 30, 1992)

Classroom Instruction:

Classroom 1	Classroom 2	
ADULT ED. (24 Total)	STUDENTS (Ages 1-3) (15 Total)	STUDENTS (Ages 4-7) (12 Total)
Literacy ESL Parenting Skills	Oral Language Fingerplays Songs Motor Skills	High Scope Big Books Language Motor Skills
Child Development Parents as Teachers	Story Time	Science Art Writing Kindergarten Readiness
Materials Used		
DLM Photo Library Oxford University Press Teaching English Through Action(TPR) Steps to English Life Skills		

Days/Times: Monday through Thursday
10:30 a.m. - 12:30 p.m.
4:00 p.m. - 6:00 p.m.

Instructors: Adult Ed.: *Teacher (1) Mary Alice Diaz
Students: *Teacher (1) Eloisa Torrecillas
*Instructional Aide/Community Aide (1) Maria Chavez

Home Based: Fridays
8:30 a.m. - 5:30 p.m.

ADULT ED.	STUDENTS
Follow-up on class work Child Development Discipline Social agency referrals Literature in the house Parents as Teachers	Follow-up on class work Literature Observe home environment Kindergarten Readiness

WASCO UNION HIGH SCHOOL DISTRICT
MIGRANT EDUCATION EVEN START
1991 - 1992

Even Start meets each Tuesday and Thursday from 5:30 p.m. to 8:30 p.m. ESL meets each Tuesday, while Parenting meets each Thursday. Programs for the children meet each day. The schedule for the entire program is listed below. Preliminary work began in October. Parent contacts were made in December with the actual starting on January 7, 1992. The project consists of five components and is expected to run for 39 weeks.

1. Parenting component:

   The Parenting component of the adult program is using the Home/School partnership curriculum which is sponsored by Migrant Education. The Parenting component also is involving guest speakers from the community in the areas of: gang and drug awareness, Department of Motor Vehicles, health clinic, Sheriff's office, elementary and high school principals, Employment Development office, and other agencies as deemed necessary. It is taught with an ESL curriculum.

2. ESL component:

   The same curriculum is used in the ESL component as is used in the Wasco High School Adult Education program. The books used in this program are Side by Side published by Prentice Hall. The ESL curriculum stresses conversational survival English.

3. School age tutorial:

   The older children of the parents mentioned above are encouraged to bring homework from school where college bound Migrant Education seniors assist them. Those students that either do not have homework or did not bring homework are given general basic skills material in reading, writing and math.

4. Child care component:

   This component is designed for infants up to pre-school age. These children are housed in the school age tutorial classroom and are cared for by the tutors. This classroom is staffed by two students, one boy and one girl.

5. Pre-school component:

   Students in this program are taught the necessary skills to be successful in pre-kindergarten and kindergarten classes. It is staffed with one teacher holding a Children Center Permit and one instructional aide. At this point this is the smallest class with approximately 12 students attending.

All components of the program are adjusting well to the staff and the curriculum. Small children are adjusting well to being separated from their parents for a three hour block of time. The parents are also adjusting to being separated from their children. As the program develops, I intend to see interactive articulation between the components as the communication process improves.

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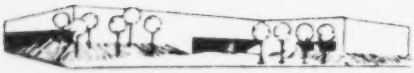
Unforseen problem areas which have arisen and are being addressed.

1. Eleven staff members, none of which work at the high school with the project administrator
2. Parent contacts
3. Parents drop off kids and leave
4. Husbands don't attend
5. Parents want to bring neighbor kids
6. Three hours is a long time for little kids this time of day



IMPERIAL COUNTY OFFICE OF EDUCATION

1398 Sperber Road • El Centro, California 92243 • (619) 339-6464 • FAX: (619) 353-3865

INTRODUCTION:

The EVEN START/Migrant Program is a statewide home-school based family centered education model which will assist migrant parents to increase their literacy and parenting skills. The focal point will be to provide literacy, parenting and English as a Second Language skills to migratory parents and early childhood development with kindergarten readiness skills to their children.

GOALS:

The goals of the program are to assist migrant parents to become their children's first teacher, while at the some time, acquire English, literacy and parenting skills, and to provide the necessary developmental and kindergarten readiness skills to their children.

Curriculum For Children:

Language Arts, Fine Arts; art and music appreciation, Math Readiness and Social Skills

Curriculum For Parents:

Primary Language Literacy Skills, English as a Second Language and Parenting Skills

Duration Of The Program:

The program will be implemented for twenty-four weeks; starting November 14, 1991 and ending May 26, 1992

Criteria For Admission:

Family to be currently migrant, Parents have limited or no literacy skills, Parents and their children are limited or non-English speakers, Families whose children(1-7 yrs. of age) are not currently participating in Early Childhood/Pre-School Programs and/or Families with children (1-7yrs of age) who have special needs

Evaluation:

Children will be pre-tested with the Even Start National Evaluation Information System Instrument and Parents will be evaluated based on attendance.

Staff:

The Program has one Permit Teacher, Mrs. Julieta Conway. It has two Instructional Assistants; Mrs. Claudia Paz (South-end of the Valley and Carmen Ortiz (North-end of the Valley). It has one Community Liason; Marina Bernal. Region VI Supportive Services are Isabel Figueroa and Gloria León. Administrative Overview is Gloria Vasques, REGION VI Director.

Locations of Services:

Time	Place	Parents	Students
Tues.9-12	Holtiville	18	25
Thur.9-12	Calipatria	17	28
Fri. 9-12	Calexico	12	16
Sat. 9-12	El Centro	8	13

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Riverside County Office of Education
Palo Verde Unified School District
Even Start Progress Report

March 11, 1992

Staff: Two teachers employed by the Head Start Program in the District have been contracted by the Riverside County Office of Education to work an average of 13 hours per week in the Even Start Program.

Budget: 2 teachers x 43 weeks x 13 hrs/week x $19/hour $21306.60
Mileage for two teachers - $1283.00
Instructional Supplies - $1265.00
Total - $23854.60

Number of families enrolled: As of March 10,1992, there are 14 families enrolled in the Palo Verde USD Even Start Project.

Number of children: There are 28 children, ages 1-7, enrolled in the Project.

Activities: Each teacher has a caseload of seven families. They visit each home a minimum of twice a month, preferably, four times each month. During these visits, they concentrate on developing the academic skills of the children and enhancing their self esteem. They practice English with the adults, discuss parenting techniques and inform them of community services available to them. They spend I-2 hours at each home. They have established a visitation schedule so the families know when to expect them. All testing is done during these visits.

In January, weekly group activities were begun with all children in the Project. These activities are primarily designed to increase socialization skills and continue development of academic skills.
Parents also have begun to meet as a group on a weekly basis. These meetings are for the purpose of developing parenting and English Language skills.
One teacher is in charge of the activities for the children and one is in charge of the activities for the parents. They meet at the same site.

Difficulties: Five of the Even Start families live in Ripley, which is ten miles south of Blythe. The remaining families live in the community of Blythe. This distance has made 100% participation in the group activities difficult.
The Adult School does not have space to house the children during ESL classes and at this point is unwilling to move their class out to the elementary school where the children meet.
Trying to enroll parents in the Adult School ESL class at the semester proved to be less than satisfactory.
The local junior college has no ESL classes in the evening.

Plans for 92-93: We plan to continue to develop the home visitation component of the program. We would like to strengthen the group ESL/Parenting instruction for parents. By communicating with the administration of the Adult School this spring, we hope to work out a way for the Even Start parents to be effectively involved in the Districts existing ESL classes. We are exploring the possibilities for the use of a community building in Ripely. If we are successful in obtaining use of this building, we will hold group activities in Ripley as well as in Blythe. We would like to take the children and their parents on one or two local field trips; ie. The Living Desert Reserve in Palm Desert or The Children's Museum in Rancho Mirage. It would be beneficial if the Even Start teachers could visit another Even Start site in order to exchange ideas for program improvement and development.

CALIFORNIA MEES PROJECT

MIGRANT EDUCATION EVEN START

REGION XVIII - SAN LUIS OBISPO COUNTY

BY

ROSE BALLESTERO

The MEES (Migrant Education Even Start) Project is being implemented in the Lucia Mar Unified School District in the following two sites:

OCEANO ELEMENTARY SCHOOL

Monday & Thursday - 6:30 to 9:00 P.M.

Bilingual teacher Amparo Sanchez and her assistant teacher, Bea Madrid provide participating children with enrichment and kindergarten readiness skills. At this site, we are presently serving 16 children and 24 parents. The Literacy Council provides our parents English as a Second Language, literacy and parenting skills. Home-based instruction is administered during the week and on Saturdays.

ARROYO GRANDE HIGH SCHOOL

Tuesday and Thursday - 6:30 to 9:00 P.M.

Bilingual teacher Barbara Stennett and her assistant teacher, Pauline Arellano provide participating children with enrichment and kindergarten preparation skills. At this site, we are serving 14 children and 22 parents. The Adult Education Division provides the English as a Second Language teacher who works with our migratory parents on literacy and parenting skills. A new MEES site is being developed in Nipomo in order to allow more families to participate. participate. It will be in operation by April 1, 1992.

Jerry McGuire, Superintendent

MIGRANT EDUCATION - REGION II
E.C.I.A., Chapter 1, P.L. 97-35
ERNESTO RUIZ, Director / Assistant Superintendent

March 25, 1992

To Whom It May Concern:

This serves as a letter of support for the Even Start Project in California. Migrant Education, Region II, was fortunate in being selected as a participant in the first year of the project implementation. Though the assistance of this grant we have been able to increase and enhance services provided to migrant preschoolers and their parents in a more comprehensive manner. Through joint efforts we are currently service approximately 60 preschoolers utilizing the First Teacher Program, and approximately 70 migrant adults using the La Familia model.

Migrant Education, Region II, will continue to support this project if funding is continued during the 1992-92 fiscal year. Services provided through our joint efforts have significantly benefitted our migrant families. I strongly support and hope that the Migrant Education Event (M.E.E.S.) Project is funded for the 1992-93 school year.

If I can provide additional information, do not hesitate to call.

Sincerely,

Ernesto Ruiz, Director/Asst. Supt.
MIGRANT EDUCATION - REGION II

ER:th
91wp 29:ltr

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Fresno County
Office of Education

Dr. Peter C. Mehas
Superintendent

MIGRANT EDUCATION, Region IV
Andrew Rodarte, Administrator

March 23, 1992

Ms. Adrianna Simmons
510 College Street
Woodland, CA 93695

Dear Ms. Simmons:

The Migrant Education Even Start Program in Parlier is proceding very well. There are two sessions of two hours each that meet Monday through Thursdays. Fridays are reserved for the home-study component where our teachers make follow-up visits to the home.

The adults enrolled in the MEES Program are learning E.S.L., parenting skills, literacy, child development, and how to be teachers to their children. The young children enrolled in the program are involved in the High/Scope Child Development Curriculum with a focus on language development and literature. Readiness for kindergarten is also stressed.

The MEES Program has been well received by the participants, the Fresno County Office of Education, and the Parlier Unified School District. It is providing worthwhile and needed services to the migrant families involved and we are most interested in continuing this grant for the 1992-93 school year.

Sincerely,

Andrew Rodarte
Mr. Andrew Rodarte
Administrator, Region IV

Oscar Loya
Dr. Oscar Loya
Director

Bernice Hostetter
Ms. Bernice Hostetter
Coordinator

cj

61-339 21

Office of Dr. Kelly F. Blanton
Kern County Superintendent of Schools
5801 Sundale Avenue, Bakersfield, CA 93309-2924
(805) 398-3600

March 24, 1992

ADRIANA SIMMONS
510 College Street
Woodland, CA 95695

Dear Adriana:

Last year, Region V was awarded the Even Start project which was conducted in the Wasco Adult School very successfully and we are most anxious to request a continuance of this program.

We have received much evidence of the success of Even Start; only this morning I received a call from Wasco relating the story of a male parent who attended a meeting and when asked about the absence of his wife, he happily explained that she was attending school, the result of the Even Start program.

Region V is committed to the continued success of this program and will implement the project which provides new avenues for bringing education to the migrant parent and child.

Sincerely,

Kelly F. Blanton
Kern County Superintendent of Schools

Joe Acosta

Joe Acosta, Director
Migrant Education Region V

ZA:vj

CC: Tom Lugo
Dr. Maria Trejo

The Wasco Union High School District

P. O. BOX 250
WASCO, CALIFORNIA 93280
PHONE (805) 758-5324
FAX (805) 758-4948

BOARD OF TRUSTEES
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MR. STAN YOTH

DR. THOMAS D. BLUM
Superintendent-Principal

MR. GERALD W. JOHNSON
Assistant Principal

March 5, 1992

Adrianna Simmons
510 College Street
Woodland, CA 95695

Dear Ms. Simmons:

Migrant Education Even Start Program at Wasco High School is off to a very successful start. The program is meeting six hours per week and will run through the summer of 1992. This is providing a very valuable learning experience for the entire family. It is preparing young children for school. It is assisting elementary and junior high students with their studies and with basic skills. It is also teaching their parents English and parenting skills. A focus of the parenting component is to make the parent the childs first teacher and at the same time, acquaint them with resources that are available to help them meet this goal which extends beyond this program.

Wasco is a small rural community. Wasco High School is 73% Hispanic, and over 30% migrants. Even Start is the only program in the community that is providing this service to migrant families. The high school is very interested in continuing this grant for the 1992-93 school year.

If I may be of further assistance, please do not hesitate to call me.

Very truly yours,

Gerald W. Johnson
Principal

GWJ:jw

AN EQUAL OPPORTUNITY EMPLOYER

Dale S. Holmes, Superintendent

RIVERSIDE COUNTY OFFICE OF EDUCATION

47-336 Oasis Street • Indio, California 92201
Telephone: (619) 342-3312

March 10, 1992

Mrs. Adrianna Simmons
La Familia
Migrant Child Education
510 College Street
Woodland, CA 95695

Dear Adrianna:

Kindly accept this communication as our continuing support and commitment to the support and encouragement of Operation Even-Start for the coming year. We have been most pleased with the early evidence of successes generated by site at the Palo Verde Unified School District, on the part of both the children as well as the parents involved.

Should additional or increased sites become a viable consideration or possibility, please include the school districts of the greater Coachella Valley agricultural area for candidacy. This office stands ready to assist you in identification and validation of unmet needs of the preschool migratory children of this geographical area.

Your continued interest and support of the needs of the children of our area is deeply appreciated.

Sincerely,

Charles A. Lawrence
Director, Project [illegible]

CAL/ka
cc: Katherine Logger
Gunilla Duncan
Carolyn Wylie
Diane Mapes

County Board of Education

[illegible]

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IMPERIAL COUNTY OFFICE OF EDUCATION

1398 Sperber Road • El Centro, California 92243 • (619) 339-6464 • FAX (619) 353-3865

HERB FARRAR, Ed.D. SUPERINTENDENT

Educational Services

WILLIAM H. FISHER, Ph.D.
Assistant Superintendent
339-6429

RUSSELL S. BISCHKE
Coordinator
Physical Education
339-6430

RITA BROGAN
Coordinator
Adult Education
339-6456

LINDA EVANGELIST
Coordinator
New Teacher Project
339-6484

CHERYL VENTURA
Resource Specialist
Curriculum
339-6473

LETTY GROOM
Director
Adult Education
339-6400

LEA MARTIN
Director
Special Education
339-6400

[illegible]
Director
Technology Services
339-6441

SUE TALLY
Director
Child Development Services
339-6431

[illegible]
339-6401

[illegible]
Coordinator
Child Development
339-6440

March 9, 1992

Mrs. Adriana Simmons, Coordinator
Even Start Project
Migrant Education Office
510 College Street
Woodland, CA 95695

Dear Mrs. Simmons:

On behalf of the Imperial County Superintendent of Schools, Migrant Education Program, we hereby give our strong support for the continual of funding of the Even Start Project.

Even Start has provided much needed services to migrant children in Imperial County. At the present time, the project is implemented at five districts in a very successful manner. We are definitely interested in continue working with the project to help the needs of migrant families.

All of us appreciate your help and encouragement. We are looking forward with great anticipation to continue the project.

Sincerely,

Gloria Vasquez

Gloria Vasquez, Director
Migrant Education, Region VI

GV:ea

xc: Tom Lugo, Manager

County Board of Education
[illegible]

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SANTA BARBARA
County Education Office
William J. Coyne, Superintendent

Service and Leadership
4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, California 93160-6307
(805) 964-4711 • FAX: (805) 683-4778 • Direct Dial: 683-4420 plus extension

Migrant Education Program - Region XVIII - Regional Office
402 Farmel Road, Suite A, Santa Maria, CA 93454-4960 • (805) 922-0788 • (805) 964-4711 - Ext. 450 • FAX: (805) 922-6543

March 12, 1992

Mrs. Adriana Simmons
510 College Street
Woodland, CA 95695

RE: EVEN START

Dear Adriana:

This comes to you as a letter of commitment and support for the Even Start project which you have assisted the region in implementing.

To date the project has proven to be a tremendous success as was demonstrated at the meeting you attended where over 95 parents participated.

Our region has the support of the parents, teachers, principals, superintendents and especially the children we serve. With their support, I am committed to seeing this project through the next five years with the clear intention of expanding it to several other districts. I am also willing to do whatever I need to support further grant monies coming into our region for the benefit of all migrant families and children.

Sincerely,

Linda Cabral

Linda Cabral
Regional Director

LC:ja
cc: Bill Cirone
Dave McCullough
Dr. Maria Trejo
Sal Arriaga